VII

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR 1885 86.

ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1886.

ERRATA.

Page.	Para.	Detail.
13	43	Aided College No. 3— *Read* "Muhammadan Anglo-*Oriental* College, Aligarh," *For* " ditto ditto-*Vernacular* ditto."
19	60	In the foot-note— *Read* "1885" *for* "1588."
24	77	Statement of Aided High Schools—

Column No.	Name of School.		Incorrect figures.	Correct. figures.
9	Raja ka Bazar	...	50	54
12	Mission, Meerut	...	18	50
9	Ditto, Mainpuri	...	18	40
9	Lyall, Gonda	...	9	12

27	89	Towards the end— *For* "High *School*" *read* "high *classes*."
28	91	Statement of results of Public Examination— Under head "Middle," column "Candidates"— Opposite to "High, Mission," *read* "302" *for* "309." Opposite to "High, Other Aided, *read* "104" *for* "107." Under head "Entrance," column "Candidates"— Opposite to "High, Mission," *read* "136" *for* "143."
28	92	In last line of the statement— *Read* "Aided Collegiate *Schools*" *for* "Aided Collegiate *School*."
46	...	Heading of Section VII, *for* "Educations" *read* "Education."
68	Appendix No. VIII.	Under head "Class I"— Opposite to "Total" (Meerut Division), *read* "108" *for* "103."
71	Appendix No. IX.	In seventh heading of table— *For* "Mathematics" *substitute* "Arithmetic."
71	Ditto ...	Under head "Latin," column "E"— Opposite to "Diocesan Girls' School, Naini Tal," *read* "0" *for* "5." Opposite to "Girls' School, Wellesley, Naini Tal," *read* "5" *for* "0."
73	Ditto ...	In fifth heading of Table, *read* "*in* average" *for* "*on* average."
73	Ditto ...	Column 5, (Incidence per scholar)— Opposite to "Grand Total (Boys and Girls)," *read* "34·5" *for* "345."
93	General Table VII of 1886.	Column 12, opposite to "Training Schools for Masters" *read* "44,506" *for* "45,506."
101	General Table III of 1885.	Column 2, opposite to "Total" (Arts Colleges), *read* "3" *for* "0."
103	Ditto ...	Column 27b, opposite to "Secondary Schools, for Boys, English," *read* "855" *for* "885."

E. WHITE, C.S.,

Dir. of Pub. Instn., N.-W. P. and Oudh

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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the Academic year 1885-1886.

From—The Director of Public Instruction, N.-W. P. and Oudh,

To—The Secretary to Government, N.-W. P. and Oudh.

SIR,—I have the honor to forward the following report upon the working of this Department during the year 1885-86.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

1. The statistics embodied in the general tables prescribed by the Government of India show the state of education in these provinces on the 31st of March, 1886, and the abstracts, except when it is otherwise stated, have been compiled from the same data. But as the school year of this Department now closes with the completion of the annual university and departmental examinations in June, the present report should be considered as relating to the academic year ending with June, 1886.

2. The total expenditure, *direct* and *indirect*, upon education is returned as Rs. 29,17,186, against Rs. 27,92,605 last year. The details of the *indirect* expenditure are given in General-Table IV, and explanations of the statistics of last two years will be found prefixed to the tables. In the abstracts of this report only the *direct* expenditure upon the *public* schools and colleges is shown. In the following statement relating to *public schools* the general statistics of the year are shown and compared with those for the preceding year :—

Class of institution.	Year.	Number of institutions.	Number of scholars (average attendance).	Expenditure. From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
BOYS.				Rs.	Rs.	Rs.	Rs.	Rs.
For university education ...	1885	17	1,041	1,36,890	5,138	17,352	78,897	2,38,277
	1886	17	1,084	1,17,840	5,038	18,399	70,440	2,11,737
„ secondary „ ..	1885	566	61,473	4,57,693	33,677	1,40,753	1.86,166	8,18,289
	1886	587	61,360	4,59,663	35,322	1,55,587	2,11,105	8,61,677
„ primary† „ ...	1885	5,139	185,396	5,19.077	24 901	15,674	42,475	6,02,127
	1886	5,054	176,258	5,06,558	24,470	8,909	30,057	5 69,994
Total ...	1885	5,722	247,910	11,13,660	63,716	1,73,779	3,07,538	16 58,693
	1886	5,658	238,702	10,84,061	64,850	1,82,895	3,11,602	16,43,408
GIRLS.								
University education ...	1885	...	...	...	...	...	...	...
	1886	1	3	...	...	192	1,380	1,572
„ secondary education ...	1885	16	1,354	34,896	510	50,468	71,121	1,56,995
	1886	22	1,688	38,199	240	64,729	82,604	1,85,772
„ primary „ ..	1885	326	9,155	40,193	2,125	7,503	41,981	91,802
	1886	351	9,273	43,143	2,737	3,127	47,278	96,285
Total ...	1885	342	10,509	75,089	2,635	57,971	1,13,102	2.48,797
	1886	374	10 964	81,342	2,977	68,048	1,31,262	2,83,629
Total boys and girls ...	1885	6,064	258,419	11,88,749	66,351	2,31,750	4,20,640	19,07,490
	1886	6,032	249,666	11,65,403	67,827	2,50,943	4,42,861	19,27,037
Schools for special instruction	1885	27	1,438	52,883	...	2,095	5,562	60,540
	1886	35	1,526	53,321	60	2,633	33 50	59,364
GRAND TOTAL ...	1885	6,091	259,857	12,41,632	66,351	2,33,845	4,26,202	19,68,030
	1886	6,067	251,192	12,18,724	67,887	2,53,576	4,46 214	19,86,401

* Not including Roorkee College, the annual report of which is submitted to Government separately. In the general tables however, which give for the use of the Government of India the whole statistics of the education of the province, those relating to Roorkee College are included. The statistics of the Agra Medical School are also included in those tables, but not in this abstract.

† Regarding the statistics of primary schools for 1885, see para. 10 below.

3. The total direct expenditure from all sources on public instruction amounted to Rs. 19,86,401, of which Rs. 12,18,724 was derived from the public revenues, Rs. 67,887 from municipal funds, and the rest from fees, endowments, &c. The following is a comparison of the proportions in which the expenditure was met from these several sources during the year under report and the preceding year :—

	1886.	1885.
From public funds	61	64
„ municipal funds	4	3
„ fees	13	12
„ endowment, &c.	22	21
	100	100

The proportions are thus much the same as last year, but there has been, on the whole, a slight decrease in the proportion contributed by the State.

The total (direct) expenditure has risen from Rs. 19,68,030 to Rs. 19,86 401, an increase of only Rs. 18,371, or less than *one* per cent. The expenditure, then, during the last two years has been practically stationary. Taking each of the sidings separately, we find a decrease of expenditure under the head of collegiate education of boys amounting to Rs. 26,540. This is not, however, due to any special restriction of expenditure, but from the fact that the principalships of the two chief colleges were vacant during the year, and hence the salaries debited were much reduced. A reduction has been also made by the transfer to the school departments of colleges of certain charges which had been wrongly debited to the college departments.

4. In comparing the figures for school education of the two years, it should be noted that much of the variation is due to difference of distribution. A school is classed as a secondary institution if there are any scholars above the primary stage, and consequently many schools which were last year in the primary group now fall into the secondary group, because they were found teaching one or more scholars in the secondary stage. The distinction between the two classes of schools as far as expenditure is concerned is quite artificial, for the majority of our so-called secondary schools, the vernacular middle schools, are really primary schools with a few boys in the middle stage, and a very great proportion of the expenditure thus debited to secondary education should be charged to primary education. The relative expenditure will, therefore, be better shown by taking these two sidings together. The following are, then, the combined figures for boys' schools of both classes :—

Year.	No. of boys' schools.	No. of scholars.	*Expenditure.*				
			From public revenues.	From municipal revenues	From fees.	From endowments, &c.	Total.
			Rs.	Rs.	Rs.	Rs.	Rs.
1885	5,705	246,869	9,76,770	58,578	1,56,427	2,28,641	14,20,416
1886	5,641	237,618	9,66,221	59,792	1 64,496	2,41,162	14,31,671

The total expenditure on schools shows an increase of only Rs. 11,255 on Rs. 14,31,671, and this increase has been met entirely from the enhanced fee income, additional allotments from missionary societies' subscriptions and other private sources. The cost to the State has been reduced by Rs. 10,549, a result mainly due to the increase of Rs. 8,069 in the fee income.

5. Taking the two classes of girls' schools together, we find the expenditure this year to be Rs. 2,82,057, against Rs. 2,48,797 last year, an increase of Rs. 33,260, of which Rs. 6,253 was contributed by the State. Rs. 2,400 of this sum is, however, due to the transfer of a grant hitherto debited to *special schools*. (Para. 123)

6. As a whole, the expenditure on schools for both sexes has increased by Rs. 19,547, but the amount which is shown as a State charge, *i. e.*, the balance after fees and other receipts have been credited, is shown as Rs. 11,65,403, against Rs. 11,88,749 last year, a decrease of Rs. 23,346, equal to a decrease of about 2 per cent. This decrease in State expenditure is almost entirely due to the enhanced fee receipts, which have increased by Rs. 19,193. The following abstract shows the proportions of the expenditure on each class of institution for boys which is met by the State :—

In colleges	·55 per cent.
In secondary schools	53 „
In primary „	89 „

The last class includes the village schools, which are managed by the District Boards and in which but very few fees are levied.

7. The number of institutions teaching students for the university course remains the same as last year, and the increase in the number of students is merely nominal. There is a slight decrease in the number of the institutions for boys, which is due to the reduction of schools by the District Boards in cases where the income was found insufficient to maintain in an efficient state so many schools as had been originally started. The reduction in the number of the scholars is due to the greater strictness with which the registers have been checked, and the consequent decrease of nominal attendance in village schools and to sickness in many districts of the Meerut and Agra Divisions. The number of the scholars in the girls' schools has remained almost stationary. With regard to the attendance in the secondary schools, it should be mentioned that they are now attended by as many scholars as can find accommodation in them, and there can be but little increased attendance until more school places are provided.

8. *Comparative statement of expenditure on instruction in institutions connected with the Department.*

Class of institutions	1884-85.			1885-86			Percentage of State expenditure of each class of institutions.		Cost of educating each pupil.			
									Total cost.		Cost to Government.	
	State.	Other sources.	Total.	State.	Other sources.	Total.	1884-85.	1885-86.	1884-85.	1885-86.	1884-85	1885-86.
Government.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	1,00,784	13,147	1,13,932	84,772	8,616	93,388	8·14	7·0	195 4	149·2	172·8	135·4
Secondary ...	3,22,653	87,336	4,09,989	3,21,095	90,876	4,11,971	26·07	26 50	9·5	9·2	7 5	7·2
Primary ...	5,11,375	29,902	5,41,277	5,05,935	26,924	5,33,859	41·31	41·75	3 1	3 1	2 9	2 9
Special ...	43,545	172	43,717	44,590	48	44,644	3·67	3 68	118 7	118 7	118·3	118·6
Aided.												
Colleges ...	35,705	70,355	1,06,060	33,068	66,844	99,912	2·88	2 73	274 7	243·1	92 5	80 1
Secondary ...	1,69,936	3,71,395	5,41,331	1,76,767	4,29,366	6,06,133	13·73	14·59	37·3	37·0	11·7	10 8
Primary ...	47,895	93,196	1,41,091	43,766	80,858	1,24,624	3·67	3·61	12·6	12·1	4·2	4 2
Special ...	4,080	6,550	10,630	1,680	3,524	5,204	·33	14	36·1	18 8	13·9	6·1
Total ...	12,37,971	6,72,053	19,10,027	12,11,679	7,07,056	19,18,735	100	100	7 5	7·8	5·1	4·9

The above figures refer only to departmental institutions and to institutions aided and inspected by the Department.

It will be seen that the distribution of State aid among the various classes of institution was much the same as last year. Of the total State expenditure 79 per cent goes to Government institutions, that is, to institutions under this Department or the District Boards, and the remaining 21 per cent is allowed to aided institutions. But of this 79 per cent., expended on State schools, no less than 42 per cent goes to the primary or village schools under the District Boards, the chief elementary schools for the people. The total expenditure on the institutions under the management and inspection of this Department has increased from Rs. 19,10,027 to Rs. 19,18,735, but the whole of this increase has been met from private sources, the State expenditure having diminished. The cost per scholar in the Government colleges has been reduced from Rs. 195 to Rs. 149, and in the aided colleges from Rs. 275 to Rs. 243. Under the other heads the average cost has remained stationary, except in the case of the aided schools, special, a circumstance explained in Section V.

9. The survey of the year's operations shows, on the whole, progress to have been made in all three branches of education—collegiate, secondary and primary—without any additional charge to the State.

10. *Note.*—It should be noticed here that by an error of classification a large number of primary *private* schools under *private* management were last year included in Forms 7 and 9—forms intended to apply exclusively to *public* schools under *private* management. In many of the divisional compilations the fact was overlooked that the statistics of these 10 Forms* refer exclusively to public schools, that is, to schools in which the course of study is in conformity with the standards prescribed by the Department or the university, and which are under departmental inspection or present pupils to the departmental or university examination. The real character of the schools which had thus been wrongly included in departmental Forms Nos. 7 and 9 was not discovered until too late to make the corrections in the last year's report, and the figures therefore for unaided primary schools given in the General Tables, and in the abstracts in pages 3 and 4 of that report, are incorrect. The following comparative statement gives the corrected figures for the year 1885, and Tables I to V for last year, in which the totals were affected, are reprinted at the end of the report. Except for the unaided primary schools, and the totals in which these were included, the figures are the same as those given last year. The differences between the statistics of the two years are explained at the end of the several sections to which they relate:—

* These 10 Forms are not printed this year.

Comparative statement of education for the two years ending March, 1885 and 1886 respectively.

Class of institutions.		Number of institutions.	Number of scholars.	Expenditure. Public revenues.	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	Total.
				Institutions for Males.					
Government.		Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
Colleges	1885	4	583	1,00 785	...	7,702	...	5,445	1,13,932
	1886	4	626	84,772	...	7,403	...	1,213	93,388
Secondary	1885	475	42,950	3,22,653	17,783	58,375	4,244	6,934	4,09,989
	1886	477	44,762	3,21,095	17,885	62,209	2,912	7,870	4,11,971
Primary	1885	4,988	1,68,669	4,94,860	21,407	4 453	1,580	1,130	5,23,430
	1886	4,915	1,69,687	4 89,288	19,074	3,739	1,504	1,101	5,14,706
Special	1885	21	956	48,639	...	947	...	142	49,728
	1886	29	1,245	51,521	...	2,486	...	15	54,022
Aided.									
Colleges	1885	8	386	35,705	5,061	8,376	2,733	54,185	1,06 060
	1886	7	411	33,068	5,058	9,494	2,715	49,577	99,912
Secondary	1885	76	18,265	1,35,040	15,894	80,037	26,780	1,27,985	3,85 736
	1886	92	14 739	1,38,568	17,437	89,610	30,461	1,45 785	4,21,861
Primary	1885	115	6,409	24,217	3,494	10,864	13,022	18 016	69,613
	1886	93	4,964	17,270	5,396	4,749	9,747	10,056	47 218
Special	1885	2	63	1,200	...	...	...	1,818	3,018
	1886	3	157	1,200	60	147	384	2,093	3,884
Total	1885	5 689	2,33,231	11,63,099	63,639	1,70,754	48,359	2,15,655	16,61,506
	1886	5,620	2,36,591	11,36,782	64,910	1,79,837	47,723	2,17,710	16,46,962
Unaided.									
Colleges	1885	5	48	*400	77	1,274	22	16,512	18,285
	1886	6	47	...	...	1,502	9,506	7 429	18,437
Secondary	1885	15	1,959	...	...	2,341	4,328	15,895	22,564
	1886	18	1,859	...	..	3,768	5,373	18,704	27,845
Primary	1885	36	1,311	...	...	357	3,705	5,022	9,084
	1886	46	1.607	...	...	421	2,922	4,727	8,070
Indigenous	1885	6,652	78,049	...	...	...	...	...	...
	1886	7,114	77,574	...	...	...	...	...	...
Grand Total	1885	12,397	3,14,648	11,63,499	63,716	1,74,726	56,414	2,53,084	17,11,439
	1886	12,806	3,17,678	11,36,782	64,910	1,85,528	65,524	2,48,570	17,01,314
				Institutions for Females.					
Government.									
Primary	1885	169	8,842	16,515	1,032	...	252	48	17,847
	1886	170	3,761	16 647	1,247	...	252	7	18,153
Special	1885	2	5	164	...	...	...	18	182
	1886	2	4	120	...	...	...	18	138
Aided.									
Secondary	1885	15	1,248	34,896	510	50,468	2.312	67,409	1,55,595
	1886	19	1 620	38.199	240	64,729	5,225	75 879	1,84,272
Primary	1885	149	4,800	23,678	1,093	7,503	6,644	32,560	71,478
	1886	173	5 318	26,496	1,490	3,125	16,522	29,773	77,406
Special	1885	2	231	2 880	...	1,148	1 920	1 664	7,612
	1886	1	120	480	...	...	...	840	1,320
Total	1885	337	10,126	78,133	2 635	59,119	11,128	1,01,690	2,52,714
	1886	365	10,823	81,942	2,977	67,854	21,999	1,06,517	2,81,289
Unaided.									
Colleges	1885	...	...	...	...	...	...	...	...
	1886	1	3	...	...	192	...	1,380	1,572
Secondary	1885	1	64	...	...	...	1,400	...	1,400
	1886	3	68	...	...	...	...	1,500	1,500
Primary	1885	8	213	...	...	...	1,824	653	2,477
	1886	8	194	...	...	2	...	724	726
Indigenous	1885	57	1,256	...	...	...	...	...	...
	1886	118	1,288	...	...	...	...	...	...
Grand Total	1885	403	11,659	78 133	2,635	59,119	14,352	1,02 352	2,56 591
	1886	495	12,376	81,942	2,977	68,048	21,999	1,10,121	2,85,087

* This is a portion of a grant to the school department which the managers credited to the college.

[Note.—Roorkee College and Agra Medical School are not taken into account in the above statement.]

SECTION II.—CONTROLLING AGENCIES.

11. The most important change which occurred during the year was in the Principalship of the Muir College, which was left vacant by the much-lamented death in June, 1885 of its first Principal, Mr. A. S. Harrison. Pandit Lakshmi Sankar, Professor of Physical Science at the Benares College, relieved Mr. Deighton of the charge of the inspection in the Benares Division in April, 1885, the latter officer succeeding Rae Durga Prasad as Inspector of the Rohilkhand Division. Rae Durga Prasad retired on pension after long and creditable service in the Department.

12. The management of the public vernacular middle and primary schools remained under the District Boards. The following is a general statement for these schools, the figures of which are almost identical with those of last year :—

Schools under the management of the Boards.

	Number of schools.	Number of scholars.	Public revenue expenditure.
			Rs.
Town and tahsili schools (secondary vernacular for boys).	429	36,672	1,40,054
Village schools (primary schools for boys) ...	4,787	1,65,187	4,86,897
Girls' schools	160	3,535	16,467
Total ...	5,376	2,05,394	6,43,418

The strict enforcement of an educational qualification as a preliminary to Government and professional employment has given many of the non-official members of the Boards a practical interest in the efficiency of the *tahsili* and *town* schools, where their sons and connections are prepared for the middle examination. Among many of the residents of the villages there is found a keen interest in the welfare of the *village* school, and the few members of the Boards who happen to reside in the villages where these schools are located often give the Deputy Inspectors much assistance. But those members of the Boards who are not connected with the schools by such practical and local interests can be with difficulty induced to give aid in rendering them more efficient, and it is no doubt premature to expect them to act under the impulse of a general desire to spread elementary education among the *people*. The facts, as I have ascertained them during my tours, point to the need of working in the direction of village school boards, constituted of the persons whose relatives attend the schools. One main difficulty against this is, however, the general existence of village feuds and jealousies to which the school might be speedily sacrificed.

13. By Government Resolution No. $\frac{1824}{IX-78}$ of 3rd August, 1885, the financial control of the zila schools was transferred from the District Board to this Department. As by a former Resolution these schools had been placed entirely under the management of this Department, the above Resolution merely completed an already existing arrangement.

SECTION III.—UNIVERSITY EDUCATION.

English Arts Colleges.

14. The colleges affiliated to the university are the same as last year,—*viz.*, the Government colleges at Allahabad and Benares and the three aided colleges at Agra, Aligarh, and Lucknow. There has been an addition of two to the six high schools in which college classes are maintained ; the Almora High School has assumed the name of the Ramsay College and added a First Arts class to its curriculum, and the Girls' High School, Allahabad, taught two of its scholars up to the same standard.

15. The Muir College sustained a great loss by the death of the Principal, Mr. A. S. Harrison, under whose management the college had been uninterruptedly from the date of its establishment in July, 1872. He died on the 22nd of June, during the long vacation. In Mr. Harrison the Education Department lost a most zealous and capable officer, and the college a Principal who from the day it was established had exercised a paternal care over the students. During the past term Mr. Wright, the Professor of English Literature, discharged the duties of Principal, performing with success the arduous task entrusted to him.

16. On the 8th of April the new building for the Muir Central College at Allahabad was opened by Lord Dufferin, Viceroy of India, and the college is now at length located in a suitable edifice. The time occupied in completing the edifice has exceeded twelve years, counting from the date on which the foundation-stone was laid

by Lord Northbrook (9th December, 1873). The expenditure connected with the building amounted to Rs. 8,89,627, of which Rs. 1,50,000 was contributed by private subscribers.

17. The following statement shows the distribution of the undergraduates on the 31st March :—

Students at Arts Colleges.

	1886	1885.
Muir College (Principal, Mr. Wright)	115	111
Canning College (Principal, Mr. J. Gall)	85	90
Agra College (Principal, Mr A. Thomson)	72	43
Benares College (Principal, Dr Thibaut)	60	42
Aligarh College (Principal, Mr. T. Beck)	49	39
Total students	381	325

Students in College departments of High Schools.

London Mission College, Benares	15	16
Bareilly College	22	13
Fyzabad College	11	12
St. George's College Mussoorie	1	9
St. John's College, Agra	9	8
St. Peter's College, Agra	2	0
Ramsay College, Almora	5	0
Girls' High School, Allahabad*	2	0
Total students	67	58
GRAND TOTAL	448	383

Thus of the 448 students on the rolls, 381 were in the five colleges and 67 in the college departments of high schools. The number of students has increased from 383 to 448, an increase of 17 per cent. The Muir and Canning Colleges have remained nearly stationary, while the increase in the numbers of the Agra and Benares Colleges is equal to 67 and 42 per cent. respectively. The increase in the college classes attached to the Bareilly High School is worthy of note. Arrangements have been made in this school to carry on the tuition to the stage of graduation.

18. No Government aid is given to the college departments of the eight high schools, except to that of Bareilly. The F. A. classes at the Fyzabad Zila School are taught by the high school staff as additional work. In the following statement is detailed the direct expenditure on the Bareilly College classes and the five colleges :—

EXPENDITURE ON COLLEGE EDUCATION.

ARTS COLLEGES.

Name of college.		From public funds.	Municipal funds.	Fees.	Endowments and other sources.	Total.	Average attendance.	Incidence per student.
		Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
Government	Muir	47,751	...	5,365	...	53,116	121	439
	Benares	20,592	...	1,903	979	23,474	54	435
Aided	Canning	15,586	...	2,089	18,244	35,919	88	408
	Agra	5,800	4,000	1,689	17,331	28,820	65	443
	Aligarh	6,000	1,058	1,776	9,915	18,749	42	446
	Bareilly	1,800	...	466	1,215	3,481	21	166
Total		97,529	5,058	13,268	47,684	1,63,559	391	418

The cost of the Bareilly classes cannot be fairly compared with that of the other classes, because the staff was arranged to teach merely up to the F. A. standard. In the other five colleges it will be seen that there is a striking similarity in the average cost of the education. The highest incidence is found at Aligarh, where the annual cost is Rs. 446, and the lowest occurs in the Canning College, where the incidence was Rs. 408. It should be noted, however, that the Muir, Benares, and Canning Colleges were all working with staffs reduced by accidental occurrences: the Muir College had throughout the year no graded officer in the place of the late Principal; the Principal of the Canning College was absent on furlough; and the Professor of

*The Girls' High School, Allahabad, is affiliated to the Calcutta University up to the F. A standard.

Two students passed the F. A. examination this year.

English Literature at Benares was drawing only half the salary, the permanent incumbent of the office being absent on furlough. Thus the average cost in the case of all three colleges is below the normal amount.

19. Taking the whole group of six institutions, the average cost per student in average attendance was nearly Rs. 35 a month. The high incidence is mainly due to the small number of students in each of the institutions. It can, I think, safely be said that the combined staffs of the Canning and Muir Colleges would be sufficient for the whole of the students in the six institutions, when the average annual cost of the education of a student would have been Rs. 228, or Rs. 19 a month. No great reduction in the cost of college education can be expected until the number of the students increases very considerably, for no concentration of the colleges can be effected.

20. Next with regard to the sources whence the expenditure was derived :—

	Absolute amount.	*Percentage of total.*
	Rs	Rs.
Public funds	97,529	60
Municipal funds	5,058	3
Fees	13,288	8
Endowments	47,684	29
Total ...	1,63,559	100

The main burden, therefore, fell on the public funds, and the students themselves contributed 8 per cent. towards their education. In the Muir College the Government paid 90 per cent. of the expenditure, in the Benares College 88 per cent., in the Canning College 43 per cent., in the Aligarh College 32 per cent., and in the Agra College 20 per cent. The small proportion of the expenditure from public funds on the Agra College is specially worthy of note : it is due to a large endowment.

21. The remaining point of interest in connection with the relative cost of education in the five colleges is the amount contributed in fees. The following shows the average annual rate of fees paid in each college :—

	Rs.
Muir College	44
Benares "	35
Canning "	23
Agra "	26
Aligarh "	42

The institutions at Agra and Lucknow are still remarkable for low rates of fees, but in the latter they have been enhanced recently, and a fair fee income may now be anticipated. In the Agra College alone the low rates still prevail.

22. In April, 1883, the Government college at Agra was transferred to a committee of management, and we have now the results of the third year under the new conditions. It will be convenient here to show the financial result of the change. The institution consists of two departments, the college and the school, which are somewhat artificially separated in the statistics of this Department, and in order to ascertain the financial position it will be necessary to treat it as a whole. For comparison with the results of the present year I will take the figures for the year ending with March, 1882, that is, for the year preceding that in which the arrangement for the transfer of the college from Government was made. The following shows the direct expenditure for each of the years under the usual heads :—

Comparative statement of expenditure on the Agra College.

	Year ending with March,	
	1882.	1886.
	Rs.	Rs
From provincial funds	20,799	10,800
" endowments	24,704	22,630
" fees	1,788	5,158
" municipal funds	...	8,000
Total ...	47,291	46,588

Thus the expenditure from public funds has been reduced, from Rs. 20,799 to Rs. 10,800, by more than half; while, moreover, the total expenditure was nearly the same, the number of the students in the college department has increased from 29 to 65. Of the sum of Rs. 9,999 which was saved to public funds, Rs. 8,000 was borne by the municipality. The fee income is inadequate, and I have no doubt that the rates of fees now levied in the Allahabad College could be levied from the students in the Agra College, *viz.*, Rs. 3 for students below the F. A. standard and Rs. 5 from those above. Similarly, recent experience has proved conclusively that the fee, Rs. 2 for scholars in the high stage and Re. 1 for scholars in the middle stage, could be paid by pupils in the school department. At these rates the fee income would have been considerably enhanced and a further reduction in the amount of the contribution from public funds might have been made. During the five years preceding the transfer the cost of the college to Government amounted to an average

of Rs. 25,700 paid through the Principal, in addition to Rs. 1,200, the allowance to the Civil Surgeon for attending the boarders, and Rs. 2,000 for annual repairs. Thus the average annual charge to provincial funds amounted to Rs. 28,900,* against Rs. 10,800, the present charge. The change, therefore, has undoubtedly been attended with considerable reduction in the expenditure charged to provincial funds.

The University Examinations.

23. The results of the M. A. examinations held in December were not satisfactory. The Muir College sent up six candidates, of whom one only succeeded in passing. English was the special subject selected by each of these candidates.

The Canning College was relatively more successful, passing one out of the two candidates who went up.

The Principal of the Muir College reports that the M. A. class consisted of young men, none of whom, except the one who passed, had shown any marked ability at the B. A. examination.

24. The following table gives the results of the university examination as affecting the five colleges :—

Results of examinations of April, 1886.

College.	First Arts.			Bachelor of Arts.		
	Number in class.	Number passed.	Number in class to 1 pass.	Number in class.	Number passed	Number in class to 1 pass.
Muir	†42	26	1 6	23	15	1 5
Benares	13	4	3 2	14	8	1 8
Agra	19	9	2 1	7	6	1·1
Aligarh	15	9	1 6	8	2	4·0
Canning	32	18	1·8	25	15	1 6
Total ...	121	66	1·8	77	46	1·6

The Muir and Canning Colleges each succeeded in passing 15 bachelors, but the former was slightly more fortunate than the latter, obtaining 15 passes out of 23, while the latter obtained the same number out of 25 candidates. From the Benares College eight students took their degrees, a larger number than in any previous year. The Agra College was again successful, passing six out of its seven candidates—a higher proportion than passed from any other college in the province. The results in the Aligarh College were very unsatisfactory—out of eight candidates only two graduated.

25. At the First Arts examination the Muir College was most successful, passing 26 out of 42 candidates. The Benares College failed conspicuously, passing only four candidates out of 13.

26. The placing of the successful candidates from the several colleges may be gathered from the following statement :—

Calcutta University Examination, 1886.

College.	F. A. examination.			B. A. examination.	
	1st division.	2nd division	3rd division	Passes.	Honours.
Muir	3	4	19	4	‡11
Benares	...	1	3	6	2
Agra	...	4	5	1	§5
Aligarh	...	4	5	2	...
Canning	...	3	15	11	4
Total ...	3	16	47	24	22

Of the six Agra students five graduated with honours, and of the Muir College students 11 out of 15—results highly creditable to the colleges The only students

* The figures given for the five years' average are based on a note furnished by the Principal, Mr. Thomson.

† Two girls from the Girls' High School attended Mr. Hill's lectures on Physical Science at the Muir College and passed the F. A. examination, one in the first and the other in the second division.

‡ Three students took honours in two subjects.

§ One student took honours in two subjects.

passed in the 1st division at the First Arts examination were three from the Muir College.

27. Comparing the results of the present with the previous year, I find that the number of candidates for graduation has increased from 47 to 77, and the number of those upon whom degrees were conferred from 37 to 46. There was thus a considerable increase in the number of graduations, while the proportion of success fell but very slightly. The number of candidates at the F. A. examination increased from 104 to 121, but the number of passes was the same as last year.

28. Taking the figures for the whole university, I find there were 869 candidates for the bachelor's degree, of whom 470, or 54 per cent., passed. In our colleges, the percentage of the passes was was 59·7, well above the average. I find that from the colleges at Patna, Hughli, Dacca, and Rajshaye 133 candidates entered for the examination, of whom 68, or only 51·1 per cent., passed. The general result of the examination of our students has thus been satisfactory.

29. Taking the numbers of the students enrolled and the results of the examinations as showing the relative position held by the five colleges, we have the following table, in which the quality of the passes is measured by the number of the students who took honours or were placed in the 1st division :—

Order of merit.	*Position according to*				
	Numbers enrolled.	Proportion of passes in F. A.	Proportion of passes in B. A.	Quality of passes in F. A.	Quality of passes in B. A.
1	Muir ...	Muir ...	Agra ...	Muir ...	Agra.
2	Canning ...	Aligarh ...	Muir ...	Agra } ...	Muir.
3	Agra ...	Canning ...	Canning ...	Aligarh } ...	Canning.
4	Benares ...	Agra ...	Benares ...	Benares ...	Benares.
5	Aligarh ...	Benares ...	Aligarh ...	Canning ...	Aligarh.

The results may be summed up numerically, as in section 17 of the report of last year, with the following result, with which that of last year may be compared :—

	1886.	1885.
Muir College obtains	23	19
Agra " "	19	21
Canning " "	14	16
Aligarh " "	11	10
Benares " "	9	9

The order of merit on the results of the examinations is almost identical in each year, the first place, however, being now occupied by the Muir College instead of Agra. The inferiority of the results in the institutions at Aligarh and Benares is as striking this year as it was last.

Note.—In the abstract in section 16 of the annual report of last year, the figures under the heading *Number in the class* were given incorrectly for the Agra College owing to a misunderstanding of the Principal as to the statistics required. The numbers in the F. A. and B. A. classes respectively should have been 17 and 5, and the proportion of passes consequently was more favourable in Agra than in any of the other colleges. Hence in the table in section 17 the Agra College should have taken the first rank in three columns, and the correct relative position of the five colleges last year is that given above and not that in last report.

30. *Statement of scholarships held in colleges.*

College.	*F. A classes.*			*B. A. classes.*			*M. A. class.*			*Amount and source of expenditure.*		
	Number in class.	Scholarships. Number.	Scholarships. P. C.	Number in class.	Scholarships. Number.	Scholarships. P. C.	Number in class	Scholarships Number	Scholarships P. C.	Provincial.	Endowments, &c.	Total.
										Rs.	Rs.	Rs.
Muir	71	28	39	36	19	53	8	7	87	3,894	2,639	6,533
Canning	44	12	27	41	16	39	...	...	...	764	1,490	2,254
Agra	44	15	34	25	17	68	3	3	100	340	2,515	2,855
Aligarh	32	26	81	15	15	100	2	1	50	96	5,560	5,656
Benares	37	8	21	20	6	30	3	...	...	228	933	1,161
Total ...	228	89	39	137	73	53	16	11	69	5,322	13,137	18,459

Thus 39 per cent. of the students in the first part of the university course held scholarships, and in the second period the proportion rose to 53 per cent. In the Aligarh College 6 only out of 32 students in the F. A classes joined without scholarships. The smallest proportion of scholarships in this stage is found in the Benares College Not a single student appears in the Aligarh College as studying for his degree without a scholarship, and while Agra College was able to provide scholarships for 68 per cent, of its students, in Benares College the proportion was only 30 per cent. Only 5 scholars appear as studying for the M.A. degree without the encouragement of a scholarship. The following are the numbers of the self-supporting students in each of the colleges :—

Muir	61
Canning	57
Agra	37
Aligarh	7
Benares	46

There were in all 173 scholarship-holders to 208 self-supporting students. The above figures show that we have not yet succeeded in inducing any large number of students to attend our colleges without the aid of a scholarship.

The most richly-endowed colleges are those at Aligarh and Allahabad, while that at Benares is shown to be the poorest.

31. There remains to note the relative success of our colleges in the two branches of the university course, *viz.*, the A. or Literature course and the B. or Science course. In the former 65 of our students entered, of whom 49, or 75 per cent., were successful ; in the Science course only 12 candidates appeared, of whom 8, or 66 per cent., passed. The success in both instances is well above the average of the results of the year for the whole university : in the A. course, out of 657 candidates, 393, or 59 per cent., passed, and in the B. course only 77, or 36 per cent., out of 212 were successful. As the main influence which determines a student in selecting the course of study is the probability of succeeding in taking his degree, it is not surprising that the great majority of undergraduates should select the Literature course.

In the following abstract are given the details for the two branches, with specification of the subjects in which the candidates failed :—

A. Course.

College.	Candidates.	Passes.	Honours.	Subjects of failure.
Muir ...	15	2	8	Two English, two Philosophy, one Persian, and one sick or absent.
Canning ...	23	14	4	Philosophy, English, 2nd language, and total.
Benares ...	12	6	2	Two English, one Philosophy, one History, two Mathematics, and two aggregate.
Agra ...	7	6	5	Mathematics.
Aligarh ...	8	2	...	Two English, five Philosophy, and one in Mathematics.
Total ...	65	30	19	

B. Course.

Muir ...	8	2	3	One English, three Mathematics, and two in Physical Science.
Canning ...	2	1	...	Mathematics and Physics.
Benares ...	2	2	...	
Agra ...	...	...	...	
Aligarh ...	...	...	...	
Total ...	12	5	3	

High Schools with College Classes.

32. In para. 17 above are shown the 8 schools to which college classes were attached. The number of students in these institutions increased from 58 to 67.

The following abstract will show the work of the year as tested by the University examinations :—

School.	No. on rolls on 31st March.			F. A. examination.		B.A. examination.		No. of scholarships.	Remarks.
	F. A. classes.	B. A. classes.	Total.	Candidates.	Passes.	Candidates	Passes.		
Bareilly Zila	22	.	22	12	8	...	...	21	The one scholar without a stipend at Bareilly is a Bengali.
London Mission, Benares ..	7	8	15	5	4	6	4	4	
St. John's, Agra ...	9	...	9	6	5	...	...	9	
Ramsay, Almora ..	5	...	5	...	..	...	...	1	
St. George's, Mussoorie ...	1	...	1	1	1	...	...	...	
St. Peter's, Agra ...	2	..	2	1	1	...	...	1	
Girls' High, Allahabad ...	2	...	2	2	2	...	...	2	
Fyzabad Zila	11	...	11	5	3	...	...	8	
Total ...	59	8	67	32	24	6	4	46	

The only institution which carried its students through to the stage of graduation was the London Mission College at Benares. It succeeded in passing four out of six candidates at the examination for the degree, two of them taking honours in the 2nd division—an excellent result. Out of 32 candidates from these institutions who appeared at the F. A. examination 24, or 75 per cent., passed. The proportion of passes was thus higher than that attained by the colleges, *viz.*, 54 per cent.

33. This is the first examination at which the students from the Bareilly High School have appeared. Three years ago the movement in favour of college education at Bareilly resulted in the resuscitation of the college classes under the management of a local committee. The result of the first examination has been distinctly favourable, 8 out of the 12 candidates passing. The classes received a grant of Rs. 1,800 from public funds, the balance of the expenditure being derived from an endowment fund. The small F. A. class attached to the zila school at Fyzabad passed 3 out of its 5 candidates. In connection with this institution and that at Bareilly, it is worthy of note that out of the 33 students only four were studying without stipends and that one of these self-supporting students was a Bengali.

Benares Sanscrit College.

34. The students on the rolls numbered 458, an increase of 30 over the previous year. The following statement shows the parts of the country whence the college attracted students :—

Benares	175
Other districts under this Government	93
Bengal	161
Panjab	7
Rajputana	6
Central Provinces and Bombay	6
Mysore	5
Nepal	4
Kashmir	1
	458

The results of the annual examination are as follows :—

Examination.		*Candidates.*	*Passed.*
Prathama Parikhsha	...	42	30
Madhyama „	...	17	12
Acharya „	...	19	15

Six only of the 15 successful candidates at the latter examination obtained the title of Acharya. The special subjects taken up by these successful candidates were Sahitya, (*i.e., belles-lettres* and rhetoric) in the case of 7, Grammar in the case of 3, Astronomy and Mathematics in the case of 2, Law in the case of 1, the Vedanta system in the case of 1, and Nyaya (*i.e.*, Logic) in the case of one. This highest examination extends over all the principal works comprised within one Sastra. The Mathematical course includes, besides the chief Hindu works, Algebra, Euclid, and Trigonometry.

35. The Anglo-Sanskrit department includes 48 students who are at present engaged in studying English. They are mostly Pandits advanced in life and their progress is slow.

36. The progress of the English arts department of the Benares College calls for some special remark. The considerations in the above paragraphs show that it still

shares with the Aligarh College the lowest place in the amount of work it has to show. In the following statement the figures for the last two years are compared :—

Year ending with March.	Number of students.			F.A. examination.		B.A. examination.	
	In F.A. classes.	In B.A. or M.A. classes.	Total.	Candidates.	Passes.	Candidates	Passes.
1885 ...	20	22	42	10*	7	11	6
1886 ...	37	23	60	13	4	14	8

The above shows that the number of the students attending the college† has increased by 43 per cent., and that there has been an improvement both in the number of the degrees taken and in the proportion of the successful candidates On the other hand, the failure of the F A. class is very serious, 9 students out of 13 failing. I find that the failures were chiefly in Mathematics and English, 7 in the former and 6 in the latter. It should be noted that the result of the examination last year was very favourable, out of 9 candidates examined, 7 passed, two failures being in Mathematics and one in English. Notwithstanding the unfavourable result of the F. A. examination, I am of opinion that the state of the college has decidedly improved since last year, and that it is recovering its popularity and efficiency. It should be noted in its favour that it succeeded in attracting a larger proportion of *self-supporting students* than any other college in the province.

On the appointment of Pandit Lakshmi Sankar Misra, M.A , to officiate as Inspector of Benares, his place in the college was taken by two Assistant Professors, Babu Abhaya Charan Sanyal, M.A., taking charge of the Physical Science classes, and Babu Krishna Rao Bhatt, M A., acting as Assistant Professor of English. The classes taught by the former were placed under the general superintendence of Professor Hill of the Muir College, who visited them periodically. This arrangement has been very beneficial to the college, and not a single failure at the examination occurred in this subject.

The arrangements introduced will be continued during the current year with an efficient Assistant Professor of English, when , I think, they will be found to work well.

37. With regard to the apparent want of success of the Aligarh College, it should be noted that but a small portion of the good work done by this institution is shown by the results of the examination. Under the zealous superintendence of Sayyid Ahmad Khán Bahádur, it is doing admirable work in influencing the characters of its students and in teaching them to appreciate with a liberal spirit the knowledge and customs of the West. It is disappointing to find that this excellent institution has not succeeded in attracting a single student to its higher classes without the allotment of a scholarship

38. *Departments for Law students* were maintained this year in connection with the arts colleges at Allahabad, Benares, and Lucknow. The numbers of the students attending these classes on the 31st March of each year were as follows‡ :—

	1886.	1885.
Muir college	61	35
Benares „	18	17
Canning „	48	59
	127	111

The increase in the whole attendance was thus little more than nominal, and apparently the attraction of the class at the Muir College under Mr. Reid, Barrister-at-Law, drew away students from the Lucknow College.

39 The oriental departments of the colleges at Aligarh and Lucknow show a considerable falling off in the number of their students, the Canning College, which last year returned 113 students in this department, now returns 88 ; while the Aligarh College, where 4 students studied last year, now returns none. The Sanskrit College at Benares has been noticed separately.

40. As a general result of the above survey, we have to record an increase in the number of students in every department of our colleges, except in the oriental department, where the numbers have fallen off. There has been an increase in the

* One was expelled.

† The number now on the rolls (August, 1886) has increased to 76.

‡ Many students belonging to this department attend the arts classes also.

number of the degrees taken, and the success of our candidates compares favourably with that of the candidates from the mufassil colleges of Bengal.

41. The following statement gives the classification of the students according to race in *all departments* of our colleges on the 31st March of the last two years :—

	1886.	1885.
Hindus	963	885
Muhammadans	125	126
Europeans and Eurasians	21	22
Native Christians	12	7
Others		1

The increase in the number of the students has, therefore, occurred exclusively among the Hindus, the Muhammadans standing as last year.

42. The following is a general comparison of the statistics for colleges of the last two years :—

	Year.	Number of institutions.	Average number of students on the rolls monthly.	*Expenditure.* Provincial funds.	Fees.	Endowments.	Municipal funds.	Total.
For men.				Rs.	Rs.	Rs.	Rs.	Rs.
State colleges ...	1885	4	583	1,00,785	7,702	5,445	...	1,13,932
	1886	4	626	84,772	7,403	1,213	...	93,388
Aided ...	1885	8	386	35,705	8 376	56,918	5,061	1,06,060
	1886	7	411	33 068	9,494	52,292	5,058	99,912
Unaided ...	1885	5	48	*400	1,274	16,534	77	18,285
	1886	6	47	...	1,502	16,935	...	18,437
For women.								
Unaided ...	1885	...	...	...	...	...	...	...
	1886	1	3	...	192	1,380	...	1,572
Total ...	1885	17	1,017	1,36,890	17,352	78,897	5,138	2,38,277
	1886	18	1,091	1,17,840	18,591	71,820	5,058	2,13,309

NOTE.—Roorkee Engineering College is not included.

* This was a portion of a grant given to the school department, but expended by the managers without sanction on college classes.

43. As some confusion exists with reference to the number of the colleges shown above, it may be well to explain that in the statistics prepared for the Government of India, the General Tables annexed, the law and oriental departments of colleges are counted as separate colleges, and if a school opens a class for studying the F.A. course it ranks as a college in these returns.

The following, then, are the eighteen colleges shown in the General Tables :—

STATE COLLEGES.

		Average number on the rolls monthly during the year.
1.	Muir Central College Arts department	121
2.	Benares College ditto	54
3.	The Sanskrit department of the Benares College ...	439
4.	The F.A. classes attached to the Fyzabad High School ...	12
	Total ...	626

AIDED COLLEGES.

1.	Canning College, Lucknow, Arts Department ...	88
2.	Agra College, Agra	65
3.	Muhammadan Anglo-Vernacular College, Aligarh ...	42
4.	College classes attached to the Bareilly High School ...	21
5.	Law classes at the Muir College	45
6.	Oriental department of the Canning College	98
7.	Law Department ditto	52
	Total ...	411

UNAIDED COLLEGES.

1.	Law department attached to the Benares College ...	15
2.	College classes attached to the London Mission School, Benares	14
3.	Ditto ditto St. George's School, Mussoorie ...	1
4.	Ditto ditto St. John's School, Agra ...	9
5.	Ditto ditto St. Peter's School, Agra ...	2
6.	Ditto ditto Ramsay School, Almora ...	6
7.	Ditto ditto Girls' High School, Allahabad	3
	Total ...	50

All the above unaided colleges receive grants-in-aid to their school departments.

The diminution of one in the number of the aided colleges is due to the transfer of St. George's School college classes to the head unaided. It now receives a grant under the Code of Regulations for European schools, in which the aid is specifically for the school department: its grant has not been withdrawn or curtailed. For one of the unaided colleges shown last year, the oriental department of the Aligarh College, no students have been returned this year, but college classes have been established at the Ramsay School, Almora, and the classes at St. George's School are now shown under this head. Hence the increase of one aided college over last year. It should be noted that the Roorkee Engineering College, under the Public Works Department of these provinces, which is included in the general tables prepared for the Government of India, is excluded from the above abstract.

The expenditure under the head endowments in the State colleges is shown this year as Rs. 1,213, against Rs. 5,445 last year. This is due to the removal of all charges on account of endowed scholarships from the statement, in which they were wrongly included last year by the Principals. The same remark applies to the diminution under this heading for the aided colleges.

SECTION IV.—SCHOOL EDUCATION—GENERAL.

A.—Secondary Schools for Natives.

University Entrance Examination.

44. The following is a comparison of the results of the above examination for the year under report and the two preceding years :—

Year.	Number of candidates.	Passed in Division			Total passed.	Percentage passed.
		I.	II.	III.		
1884	579	50	164	76	290	50·
1885	723	21	119	68	208	28 8
Year under report	719	38	128	72	238	33 1

Thus the schools have made some progress towards recovering from the falling off of last year : the number of candidates who passed has risen from 208 to 238, giving a percentage of 33 successful against 29 last year. The quality, as indicated by the placing, shows a very decided improvement, 16 per cent. being classed in the first division instead of only 10 per cent. as last year. The proportion of passes compares favourably with that resulting from the examination generally, as of the 4,393 candidates of the year, 1,337, or only 30 per cent., were successful. The proportion of successful candidates in the 1st division was, however, 20 per cent. higher, therefore, than that attained by the schools of these provinces.

45. The following abstract shows the result for each of the classes of schools for the year under report and the preceding year :—

Calcutta University Entrance Examinations of 1885 *and* 1886.

Class of school.	Year.	Candidates.	Passed Division I.	Passed Division II.	Passed Division III.	Total.	Percentage of passes.
Government ...	1885 ...	281	12	51	23	86	30·6
	1886 ...	301†	15	76	40	131†	43 5
Aided ...	1885 ...	349	8	58	39	105	30·1
	1886 ...	334	20	50	27	97	29·
Unaided ...	1885 ...	42	...	8	2	10	23 8
	1886 ...	26	3	1	2	6	23 1
Private candidates ...	1885 ...	51	1	2	4	7	13·7
	1886 ...	58	...	1	3	4	6·9

* Wrongly shown as 205 in the report of last year.

† Twenty-two candidates, in addition to these, entered the Panjáb University Matriculation Examination, of whom 8 passed. The Government schools do not prepare candidates for the Panjáb course.

Thus, except in the case of the zila (Government) schools, the proportion of passes is no better this year than last, but rather worse. The improvement in the zila schools is clearly shown, the percentage of passes having risen from 31 to 44 per cent. The results of the examination of private candidates are even less encouraging than last year to those who attempt to pass without attending school. The falling off in the number of candidates from unaided schools is worthy of notice.

The details of the results for each school will be found in appendix No. I.

46. Mr. Lloyd, the Inspector of Agra, calls attention in his report to the disadvantage which the scholars in our schools labour under in reference to this examination. When the subjects of the *middle* course were studied in English and the middle examination conducted in that language, the proportion of the candidates who passed the entrance examination was almost invariably higher than the proportion of those who passed from Bengal. Since, however, the vernacular has been employed as the vehicle of instruction and examination in the special subjects, the proportion of passed entrance candidates has fallen below the general proportion in Bengal. I find there is a general desire on the part of the Inspectors, head-masters and managers of schools to revert to the former practice, by which the instruction in the middle stage in arithmetic, mathematics, history and geography was given in English, and I have no doubt that this would improve the success of our scholars at the matriculation examination.

The Middle Examinations.

47. A considerable change was introduced into the conduct of these departmental examinations. The rules were recast and modified in many details, and the examination fee trebled, being raised to Rs 3 for the Anglo-vernacular and Re. 1-8 for the Vernacular branch : candidates not belonging to Government or aided schools were required to pay double these rates. In the standard of examination, however, the only change consisted in the reduction of the pass marks in the mathematics of the Vernacular branch from 33 to 30 per cent., while in the science subject the percentage required for passing was raised from 25 to 30 per cent. The whole management of the Anglo-vernacular branch was made over to Mr. Wright, Officiating Principal of the Muir College, and of the Vernacular branch to Dr. Thibaut, Principal of the Benares College. The result of this arrangement has been a decided improvement in the method of conducting the examinations The examiners were appointed by this office in consultation with the Principals of the colleges, and consisted in about equal proportions of teachers from the Government and aided schools.

The Anglo-vernacular Branch.

48. The following is a comparison of the results of Anglo-vernacular examination : —

Comparative statement of the results of the Anglo-vernacular examination for North-Western Provinces and Oudh.

		Number of candidates.	Passed.	Percentage of passes.
Government schools	1885 ...	680	421	62
	1886 ...	792	403	50 9
Aided schools	1885 ...	665	282	42
	1886 ...	705	259	36 7
Other candidates	1885 ...	337	84	25
	1886 ...	511	123	24
Total ...	1885 ...	1,682	787	46·8
	1886 ...	2,008	785	39·1

The number of candidates increased considerably from 1,682 to 2,008, but with the curious result that almost precisely the same numbers passed this year as last, *viz*, 785 and 787. There was consequently a considerable falling off in the proportion of successful candidates, *viz.*, from 47 per cent. to 39 per cent. This depreciation is most marked in the case of the candidates from the Government schools, where only 51 per cent. passed, against 62 last year. This is no doubt partly due to the issue of a departmental order, whereby the head-masters were required to enter every scholar in their middle classes, whether or not they considered him sufficiently prepared. The greatest proportional increase occurred in the number of the private candidates, from 337 to 511. The proportion of these who were successful remained as last year. I am inclined to think that the falling off in the proportion of the successful candidates from the aided schools is to some extent due to a cause similar to that noted above in the case of the zila schools—whole classes were sent up instead of selected candidates, as in previous years. The following details, however, show that rather greater strictness was exercised than last year.

49. The following abstract shows the number of candidates who passed in the 1st division and the percentage to the total number of passes :—

Class of candidates.	No of candidates, classed in 1st division.		Percentage to total number of passes.	
	1885.	1886.	1885.	1886.
Government schools	107	68	25·4	16 9
Aided schools	28	18	10·	7 0
Private students	11	23	13·	18 7
Total ...	146	109	18 5	13·8

The proportion of the successful candidates placed in the 1st division has thus fallen from 18 per cent to 14 per cent. The proportion of the candidates from the aided schools in the 1st division does not differ materially from the proportion thus classed last year; but a great falling off has occurred in the case of the Government schools. It is worthy of note, as showing improvement in the private candidates, that 23 were classed in the 1st division this year against only eleven last year. Eleven of these 23 were Muhammadans.

50. Finally, with regard to the subjects in which the candidates failed, the following comparative table is of interest:—

Number of candidates who failed in each subject.

Groups of candidates.		English.	Mathematics.	Second language.	History and Geography	Science.
From Government schools ...	1885 ...	173	86	180	42	26
	1886 ...	155	183	273	144	82
„ aided „ ...	1885 ...	267	222	257	89	39
	1886 ...	210	289	244	211	131
Other candidates ...	1885 ...	167	188	172	118	59
	1886 ...	218	273	254	225	130
Total ...	1885 ...	607	496	609	249	124
	1886 ...	583	745	771	580	343
Percentage of failures to total number of candidates.						
From Government schools ...	1885 ...	25·4	12·6	26 5	6·2	3·8
	1886 ...	19·1	22 5	33·6	17 7	10·1
„ aided „ ...	1885 ...	40 2	33 4	38·0	13·4	5·9
	1886 ...	29·7	40·9	34·5	29 8	18·5
Other candidates ...	1885 ...	49·5	55·8	51·0	35 0	17·5
	1886 ...	42·1	52·8	49·1	43 5	25·1
Total ...	1885 ...	36·1	29·5	36 2	14 8	7·4
	1886 ...	28·6	36·6	37·8	23·5	16·8

The largest number of failures occurred in the second language, the proportion, however, being almost precisely identical with the proportion of the failures in the preceding year, *viz.*, 36 and 38 per cent. The proportion of the candidates who failed in English fell from 36 per cent. to 29 per cent. showing a decided improvement. In the remaining three subjects, *viz.*, mathematics, history, and science, the proportion of failures increased. The chief examiner in English reported a considerable improvement in the candidates.

It appears that in these three subjects the examiners under Mr. Wright were more strict than were their predecessors under the supervision of Mr. Gordon, the Headmaster of the Allahabad Zila School. With regard to history and science, the failures in these subjects in the zila schools were only 6 and 4 per cent. respectively last year—a low proportion, which must be ascribed to the very low standard of examination. The facility with which candidates were passed in these subjects had, doubtless, the usual effect of rendering them careless in the preparation of the subject, and this contributed to the increased proportion of failures. The proportions of the failures in each of the five subjects point to a more uniform treatment of the several subjects by the examiners than the similar proportions for the preceding year. The weakness of the zila schools in giving efficient instruction in the second language is brought out as

clearly this year as the last. The superiority of these schools over the aided schools in teaching English and mathematics is also as strongly marked this year as last.

51. The above abstracts show, I think, that the examination was this year, on the whole, conducted with greater strictness and uniformity under the management of Mr. Wright than it was last year. I have not, however, found reason to believe that any undue severity was exercised.

52. The following statement gives the number of candidates who took up each of the four *second* languages :—

	Number of candidates, 1886.
Persian	1,332
Urdu	303
Hindi	310
Sanskrit	89
Total ...	2,034

The great increase since last year in the number of candidates who took up Persian and the decrease in those who took Urdu is worthy of note.

53. The following statement of the religion and caste of the successful candidates bears a curious resemblance to that of last year. Precisely the same number of Kayasths were successful at both examinations. The number of Musalmans increased by 6 and of the Hindus by 2 only. The Rajputs have fallen from 42 to 22. There is no sign yet of an increase of successful candidates from among any other castes than the four which were predominant last year.

Castes of successful candidates.

Ahir	1
Brahman	170
Bania	95
Bhat	2
Carpenter	1
Khatri	50
Kayasth	223
Kalwar	5
Rajput	21
Lohar	2
Teli	1
Sonar	6
Tamoli	3
Tailor	1
Taga	1
Unspecified	12
Total	594
Total ... Hindus	594
Total ... Muhammadans	176
Total ... Christians	15
GRAND TOTAL	785

Full details of the results of the examination as affecting each school and class of candidate are given in appendix II.

The Vernacular Examination.

54. Full details of the results will be found in appendix III.

In the following abstract is given the general result of the vernacular examination for the last two years :—

		Number of candidates	Passed.	Percentage of passes.
Government Schools	1885 ...	2,164	866	40
	1886 ...	2,105	1,045	49
Aided ditto	1885 ...	41	5	12
	1886 ...	136	45	33
Other candidates	1885 ...	487	60	12
	1886 ...	1,082	154	14
Total ...	1885 ...	2,692	931	34·6
	1886 ...	3,323	1,244	37·4

Out of the 3,323 candidates who presented themselves 1,244, or 37 per cent., were successful in the year under report. As usual, the candidates from the Government schools were the most successful as well as the most numerous, passing 49 per cent. of their candidates, while the aided schools succeeded in passing 33 per cent. only.

Comparing the figures of 1886 with those of the preceding year, we find a great increase in the number of candidates, accompanied by an improvement in the proportion of the passes, in the case of candidates from Government schools from 40 per cent. to 49 per cent. The number of candidates from these institutions remained almost stationary; those from aided schools increased from 41 to 136. The chief increase is due to the large number of private candidates who joined the examination, compelled thereto by the strict enforcement of the orders issued by Government in 1877, requiring as the minimum educational qualification for public service the certificate of passing the middle examination These candidates consist mostly of men of mature age, who, having failed to qualify in their youth, now make a vain attempt. The percentage of successful candidates among this class was nearly the same as last year. It is to be noted that candidates who have not had a special school preparation are even more unsuccessful in this branch of the examination than in the English branch.

55. In the following abstract I give the result of the examination of the candidates according as they wrote their answers to the questions in the Persian or the Nagri character. The question papers were identical, except of course in the subject Language, in which Persian or Urdu was taken by the one class and Hindi by the other:—

Class of candidates.	*Persian character.*			*Nagri character.*		
	Number of candidates	Number who passed	Percentage of passes.	Number of candidates	Number who passed.	Percentage of passes.
From Government schools ...	1,216	564	46	889	481	54
„ aided „ ...	114	40	35	22	5	23
Private candidates ...	968	128	13	114	26	23
Total ...	2,298	732	31·8	1,025	512	49 9

The number of candidates who wrote their answers in Nagri was one-half the number of those who used the Persian character, the reason for the preference given to the latter being of course that it is the predominant character in the transaction of official business. It is noteworthy that the superior success of the Government school candidates in Nagri was almost identical with that found last year, when the percentage of passes was 44 to 37 in Persian. The improvement this year in the proportion of passes is 9 per cent. for each class.

56. With regard to the placing of the candidates from the Government schools, a remarkable improvement has to be noted: the number of candidates being the same, 84 were classed in the 1st division last year against 261 this year. I have no reason to suppose there was any greater strictness in the marking last year than this.

57. The following statement gives the percentage of failures in each subject:—

	FAILURES IN							
	Persian Branch				*Nagri Branch.*			
	Language.	Mathematics.	History and Geography.	Physical Geography and Science.	Language.	Mathematics.	History and Geography.	Physical Geography and Science.
(a) Government schools „ ...	28	45	12	11	18	34	6	16
(b) Aided „ ...	33	49	18	17	36	59	36	36

The very high proportion of the failures in mathematics points to great deficiency in the instruction given in this subject both at the Government and the aided schools. The very large number of scholars from the aided schools who failed in history, geography and physical science is not creditable to these institutions.

58. The following is a comparative statement of the expenditure on the last two departmental examinations :—

	1886. Rs.	1885. Rs
Fees to examiners	6,675	4,675
Contingent charges at centres of examination	2 059	1,515
Ditto at office of President, Board of Examiners ...	1,246	488
Printing charges and cost of blank books for answers ...	2,260	2,024
Total expenditure ...	12,240	8,702
Receipts from fees ...	14,367	3,570
	+2,127	−5,132

Thus the financial result was that in the preceding year the conduct of these examinations cost the provincial funds Rs. 5,132, whereas on the present occasion, after paying all expenses, we have a surplus of above Rs. 2,000 in hand to utilize in the arrangements to be made for next year.

The Zila Schools.

59. These schools were inspected under the directions contained in this office Circular No 24 of 1885, which is printed in appendix IV., and the statistics are now available in a form better adapted to show the work done than those which were used in previous reports. In the following abstracts and remarks the figures are taken from these special reports, and not from the ordinary annual statistical returns. The full abstract from these annual inspection reports is printed in appendix V.

60 In the following statement for the 25 State high schools the figures showing the attendance of scholars indicate the average attendance during the six months preceding the Inspector's annual visit and the corresponding six months of the preceding year—shown as 1885 in the table. The scholars in the primary stage are not shown.

State High Schools.

Number.	School.	Number of scholars in the middle stage.		Number of scholars in the high stage.		Number of candidates successful at the middle examination.		Number of candidates successful at the high examination.		Average cost per scholar in 1886.
		1886.	1885.	1886	1885.	1886	1885	1886.	1885.	Rs.
1	Allahabad	166	140	109	86	35	46	24	9	15
2	Benares	99	88	77	61	19	21	20	9	38
3	Bareilly	110	165	62	52	23	38	15	9	41
4	Aligarh	104	98	47	46	16	11	8	8	23
5	Muttra	97	75	34	32	18	17	2	3	20
6	Morabadad	46	49	34	33	10	13	10	4	53
7	Etáwah	85	99	33	25	19	20	6	2	35
8	Fyzabad	60	45	28	23	20	15	7	6	47
9	Meerut	45	36	27	25	10	14	4	5	25
10	Hardoi	47	42	25	24	11	15	3	2	27
11	Mirzapur	47	38	23	20	10	4	4	4	41
12	Cawnpore	84	49	21	15	23	12	1	3	22
13	Unao	20	20	21	16	5	13	4	0	28
14	Gonda	58	42	19	19	7	2	1	1	27
15	Rae Bareli	49	53	19	15	4	8	1	0	33
16	Shahjahanpur	32	41	17	15	12	15	2	4	37
17	Lakhimpur	38	32	14	15	9	4	1	2	23
18	Jaunpur*	33	39	14	13	12	11	1	0	26
19	Sitapur	29	27	14	8	6	6	2	1	29
20	Bara Banki	29	25	14	12	6	7	3	1	32
21	Sultanpur	37	36	13	9	12	13	6	4	33
22	Partabgarh	44	31	12	14	10	6	5	2	24
23	Bahraich	32	31	12	10	7	8	3	1	40
24	Fatehgarh	40	50	11	25	11	18	0	0	40
25	Bánda	34	28	11	8	16	7	2	2	40
	Total ...	1,465	1,319	711	621	331	344	(b) 134	(a) 88	30

(a) Including 2 who passed the Panjab University Entrance Examination.
(b) Including 3 who passed the Panjab University Entrance Examination.

The number of scholars in the secondary classes of the State high schools has increased from 1,940 to 2,176, an increase of 236, or 12 per cent.

*The middle school at Jaunpur was raised to the high standard from the 1st July, 1886.

The number of the scholars in the middle stage has risen from 1,319 to 1,465, and of those in the high stage from 621 to 711, the rate of increase in each section being thus nearly the same. The number of the scholars attending the high classes of the State schools at Allahabad and Benares is remarkable, the former school including more pupils in the secondary stage than any school in these provinces. In only one school is any falling off in attendance noticeable, *viz.*, in the case of the Fatehgarh High School (No. 24), where the scholars in the high stage have fallen off from 25 to 11, and those in the middle stage from 50 to 40. This decline was due to the inefficiency of the head-master who was in charge of the school in 1885, and the people of Fatehgarh consequently preferred sending their boys to other schools.

61. There has been a slight falling off in the number of candidates successful at the middle examination, which may be ascribed to the general causes noticed in para. 51 above. The number of scholars who have passed the University examination has increased from 88 to 134. The progress, therefore, of the high schools since last year is shown by the above figures to have been satisfactory. Details of the result of the entrance examination for each school are given in appendix I, and in para. 45 above the success of the candidates from the State schools has been compared with that of other candidates. In the following statement the schools which sent up 10 or more candidates are ranked in the order of their success:—

School.	*No. of candidates, Entrance Examination.*	*Percentage of passes.*
Moradabad ...	17	59
Bareilly ...	29	52
Benares ...	40	50
Fyzabad ...	14	50
Etáwah ...	13	46
Allahabad ...	56	43
Aligarh ...	19	42
Meerut ...	11	36
Hardoi ...	10	30
Muttra ...	10	20

62. The relative success, however, of schools cannot for obvious reasons be estimated from the results of one year. Thus Moradabad, which has been so successful this year, succeeded in passing only 20 per cent. of its candidates last year. The candidates, moreover, in any given year from many of the high schools are too few to admit of the work being fairly guaged by a percentage. The following statement, however, of the results of the Entrance Examination during the last six years gives, I think, a fair estimate of the character of work of the schools:—

Statement showing the results of the Entrance Examination of the High Schools for the six years ending with April, 1886.

Zila School.	Number of scholars passed.	Number of scholars in high stage to one pass
Allahabad ...	105	5
Benares ...	95	5
Bareilly ...	84	5
Aligarh ...	81	8
Muttra ...	24	6
Moradabad ...	41	5
Etáwah ...	28	6
Fyzabad ...	37	4
Meerut ...	23	6
Hardoi ...	25	6
Mirzapur ...	21	6
Cawnpore ...	20	6
Unao ...	14	7
Gonda ...	16	9
Rae Bareli ...	9	12
Sháhjahánpur ...	21	4
Lakhimpur ...	15	6
Sitapur ...	13	6
Bara Banki ...	15	6
Sultanpur ...	23	4
Partabgarh ...	19	5
Bahraich ...	12	8
Fatehgarh ...	17	10
Bánda ...	13	6

63. As the course prescribed for the high school is supposed to occupy a boy for two years, the ideal result to be attained would be to pass one scholar annually for every two on the rolls. We find, however, on the average of the last six years, the best result is just half this proportion, and that out of 24 Government high schools this standard was attained by only three schools, those at Fyzabad, Sháhjahánpur, and Sultanpur. In the case of the latter school this is a highly creditable result, for, unlike the other two schools, it has no special staff for the high

department of the school. The headmaster of this school, Babu Madhusudan Mukarji, deserves specially recognition for his success. He has been in charge of the school for 14 years.

Next in rank to those must be placed the schools at Allahabad, Benares, Bareilly, Moradabad, and Partabgarh, which have succeeded in passing one scholar for every five on the rolls, and in the case of the large high school at Allahabad, this must be considered to be a very good result. The largest number of the schools falls into the group in which one scholar passed to six enrolled, and any smaller fraction than this must be regarded as distinctly inferior. The school at Fatehgarh, which has succeeded in passing only one-tenth annually, is only surpassed in failure by the school at Rae Bareli, from which only one-twelfth passed, a result most discreditable to the school. The Inspector reports very unfavourably of the state in which he found this school at his annual inspection in December last.

64. With reference to the small proportion of the scholars of the Cawnpore Zila School who carry on their education to the high stage, Mr. Dodd, the Inspector of Schools, explains this as due to the fact that at Cawnpore there are many small appointments for young men with a slight knowledge of English in the offices of the railways and of the manufacturing and commercial firms. The crowded state of the boarding-house and the classes below the highest attest the popularity of the school.

65. In the following abstract the work of the State high schools in the North-Western Provinces and Oudh, as tested by the Calcutta Entrance Examination, is compared :—

Comparison of results of the CALCUTTA *University Entrance Examination.*

	1886.			1885.		
	Candidates.	Passes.	Percentage.	Candidates.	Passes.	Percentage.
North-Western Provinces ...	211	95	45	198	60	30
Oudh	90	36	40	83	26	31

Thus the result in the two divisions of these provinces was about on a par last year, but during the year under report the North-Western Provinces has taken a decided lead.

66. In the Oudh Division Mr. Nesfield, the Inspector, introduced a general examination of the second classes of his schools by means of printed questions on the same lines as those of the Entrance Examination. This afforded an opportunity of testing the work of the second masters in a systematic manner, and was of much value to the pupils as a first regular examination in *English* preparatory to the Entrance Examination.

67. The following statement, compiled from the figures of the annual inspection reports, shows the progress of the State middle schools during the last year :—

State Middle Schools.

School.	Number of scholars in the middle stage.		Number of scholars successful at the middle examination.		Average cost per scholar, 1886.
	1886.	1885.	1886.	1885.	
					Rs.
1. Mainpuri	43	43	15	10	24
2. Bulandshahr	39	31	7	10	17
3. Fatehpur	36	18	7	8	19
4. Sahâranpur	33	25	9	11	24
5. Etah	32	31	9	6	32
6. Bijnor	31	18	4	7	24
7. Muzaffarnagar	25	15	4	5	28
8. Budaun	22	20	6	6	33
9. Hamîrpur	17	13	3	4	42
10. Jhânsi	14	20	3	5	22
11. Lalitpur	11	10	3	3	25
12. Kâlpi	10	11	2	4	43
Total ...	313	255	72	79	26

The number of scholars in the secondary stage has thus increased from 255 to 313, an increase of 23 per cent., a considerably higher rate of increase than that noticed above in the case of the high schools. The greatest increase occurred in the Fatehpur school, which is a very successful institution of this class. The only school in which there has been any falling off in attendance is that of Jhánsi, for which no explanation is given by the Inspector. The decrease in the number of the scholars passed at the middle examination is due to the general causes above noticed. Of the 108 candidates who were examined 72 passed, giving a percentage of 67.

68. The general result of the middle examination of the scholars in the 37 State schools may be shown as follows :—

Number of the schools.	Class of schools.		Number of candidates	Number who passed	Percentage of passes.
14	High ...	N.-W. P.	475	234	49
11	High ...	Oudh	209	97	46
12	Middle schools, N.-W. Provinces		108	72	67
37*	Total ...		792	403	51

The superior success of the 12 schools which aim simply at the middle standard is very striking. The result in the Oudh schools is still inferior to that in the schools of the North-Western Provinces, though not to the same extent as last year, when only 56 per cent. of the candidates from the schools in the former division passed to 64 per cent. from the schools of the North-Western Provinces.

69. The number of the scholars on the rolls of these schools has remained almost stationary, 8,676 scholars having been returned as in attendance on the 31st March, 1885, and 8,703 on the same date of the current year. The schools are indeed now generally attended by as many scholars as can be provided for by the school room and the tuitional staff at our disposal, and indeed in most schools I have found the pupils much overcrowded.

70. In the following abstract I give a comparative statement of the expenditure on these institutions during the last two years :—

Sta e Zila Schools.

Year.	Number of scholars enrolled.	Expenditure.				
		Public Funds.	Fees.	Other sources.	Total	Incidence per scholar.
		Rs.	Rs.	Rs.	Rs.	
1886	8,703	1,86,254	44,522	6,100	2 36,876	27 2
1885	8,676	1,86,684	42,545	6,485	2,35,714	27 2

The only important variation to be noted is the increase in the fee income. Nearly 19 per cent. of the total expenditure is now met from fee receipts. The average annual cost to the State of a scholar in a zila school was Rs. 21.

71. The one zila school left to notice is the oriental school at Gorakhpur, the sole survivor of the former Oriental zila schools, now everywhere else displaced by the Anglo-vernacular schools. The average attendance was found by the Inspector to be 54 and the expenditure to be Rs. 2,197 annually, giving an average cost of Rs 40 per scholar, a rate considerably higher than that prevailing in the majority of the zila schools. There are 34 scholars in the Arabic department, 11 in the Persian department, and 26 in the Sanskrit department. There is no progressive scheme of study, and no definite period in which a scholar should pass from one stage of instruction to another. The Inspector considers the instruction in the Persian department to be merely nominal and the Urdu bad, but was unable to test the Arabic teaching. Of the Sanskrit he speaks more favourably. It is evident from the above that the Persian instruction could be given at least equally well in the indigenous schools and the Sanskrit students could be now accommodated at the Sanskrit Patshala of Ajudhia, and the Arabic students at the Chashma-i-Rahmat School of Ghúzipur. The school is doing no work adequate to the expenditure of public money upon it.

Oriental Secondary Schools.

72. The Sanskrit school at Ajudhia, supported from provincial funds, is favourably reported on by the Inspector. Six candidates passed the entrance examination

* The school at Pilibhit, supported by the Drummondganj funds, is classed as an aided institution.

of the Benares Sanskrit College (Prathama Pariksha) and the intermediate (Madhyama) examination. There are four classes in the college department with 15 students, and three classes in the school department. The following is a statement for the last two years :—

Year.	*Number of scholars.*	*Total expenditure.*	*Cost per scholar.*
		Rs.	Rs.
1886	63	1,506	24
1885	65	2,417	37

Remarking on the Oriental schools generally, Mr. Nesfield notes the ill-success of the Persian departments, and considers there has been a re-action against Persian studies since the introduction of the English course. He adds, however, that there are signs of a counter-reaction among the Hindu students in favour of "the ancestral, but till lately almost obsolete, Sanskrit."

73. With regard to the method of instruction in these schools, I find that throughout the North-Western Provinces a system prevails of dividing the teaching of the different classes among a number of teachers, one taking the mathematics, another the English, and so forth. For all the classes in the primary stage, and probably for those in the middle stage also, the system is, I think, a bad one. As Mr. Deighton, the Inspector of Rohilkhand, writes :—"The unnecessary division makes it almost impossible for the Inspector to test the work of the different teachers, and, what is of greater importance, it prevents the teachers having a proper hold on their classes. Except in Oriental literature and mathematics, and even in these in the lower classes, a teacher should be competent to teach his class throughout."

74. Summing up the general result of his inspection of the zila schools in the Allahabad Division, Mr. Dodd dwells on the need of improving the method and quality of the instruction. The teaching in history and geography he especially notes as mechanical :—"The same old stereotyped questions are repeated, to be followed by the same passages of the text committed to memory as answers, with no variety; no appeal to pupils' intelligence nor any thought of making a lesson interesting. With perhaps two exceptions, the head-masters of zila schools spend little or no time in the supervision of teachers' work by suggesting improvements in the method and matter of lessons. In practice the head-master is often more the senior teacher than he is a master in the true sense of the term, with an influence traceable throughout the school.....Teaching in our schools is almost entirely a cramming of the boys with the contents of so many books : of educating influence there is next to none."

75. The difficulty of remedying this patent defect in the schools is mainly, I think, due to the absence of any systematic training of teachers for these schools, and it will not be remedied until the establishment of a central training college for the teachers of our secondary schools becomes possible. The time is now passed or rapidly passing in Europe when the amateur is admissible into the profession of teaching and the experience of the primary schools in England has conclusively proved the superiority of the trained master. As remarked recently by Mr. Sedgwick in his Lecture on Form Discipline :—"In ease, in resource, in confidence, in mastery of handling, a certificated master could give points to any average graduate, even to many of the best, fresh from the universities."

76. From the following statement the extent to which the zila schools attract boarders may be gathered. In most districts the accommodation provided is quite insufficient to meet the demand, and, as the Inspector of the Allahabad Division reports, any extension would be at once followed by a large increase in the numbers :—

Statement of the average monthly number of scholars in the Boarding-houses attached to the Zila Schools for 1885-86.

Divisions.	*Number of boarders.*			Amount of the boarding-house fee (if any) credited during the year to Local or Provincial Funds.
	Receiving stipends.	Self-supporting.	Total.	
				Rs. a. p.
Meerut	36	227	263	137 12 0
Agra	77	117	194	*Nil*
Rohilkhand	56	178	234	375 0 0
Allahabad	24	98	122	*Nil.*
Benares	32	96	128	*Nil.*
Jhánsi	6	23	29	*Nil.*
Oudh	33	181	214	*Nil.*
Total	264	920	1,184	513 0 0

The boarding-houses are at present under the superintendence of the district boards, but they have not shown any special interest in them.

It will be noticed as a satisfactory sign that out of 1,184 boarders 920 are classed as self-supporting—that is, they do not receive any stipend or scholarship.

The income from the boarding-house fees has yet to be developed in most of the divisions of the province.

Aided Anglo-Vernacular High Schools.

77. Twenty-three schools teaching up to the entrance examination of the University were aided by the Department. Of these 17 were under the management of missionary societies and 6 under the management of native committees. The grant allowed to these schools for the year amounted to Rs. 61,512, being an allowance of Rs. 11·5 for each scholar in average attendance. In the following table the principal statistics for the year are given. The figures showing the average attendance are taken from the annual inspection reports carried out under this office Circular No. 21 of 1885 (appendix No. VI), and they give the average attendance of the six months preceding the Inspectors' annual visit. The results of the primary examinations conducted by the Inspectors are found by adding together all the subjects in which each scholar was examined and calculating upon this the percentage of the sum of the subjects in which he was passed :—

Aided High Schools.

School.	Scholars.					Middle Examination.			Entrance Examination.			Primary Examination.		Annual grant per scholar.
	Total.	In middle stage.		In high stage.		Number of candidates.	Number of passes.	Percentage of passes.	Number of candidates.	Number of passes.	Percentage of passes.	Lower: Percentage of passes.	Upper: Percentage of passes.	
		Number.	Percentage of total	Number.	Percentage of total.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						Under missionary management.								Rs.
1. Centennial ...	277	68	24	49	18	16	3	19	12	...	...	64	56	6·5
2. St. John's ...	493	63	13	35	7	16	9	56	12	3	25	83	72	9·7
3. L. M., Benares ...	282	41	14	30	11	23	6	26	13	4	31	38	44	17·
4. Jamna Mission ...	264	50	19	27	10	23	11	48	9	2	22	42	52	6·8
5. Mission, Gházipur ...	194	50	26	24	12	24	8	33	14	5	36	77	77	14·2
6. C. M., Gorakhpur ...	250	52	21	24	10	46	10	22	18	3	17	60	45	14·4
7. Ramsay ...	307	59	19	22	7	35	8	23	11	1	9	80	66	15·6
8. Jai Narain's ...	172	47	27	21	12	8	3	37	3	1	33	38	55	29·
9. L. M., Mirzapur ...	171	35	20	19	11	7	2	28	8	...	...	65	54	12·8
10. S. P. G., Cawnpore ...	266	37	14	18	7	17	8	47	7	...	...	70	54	11·3
11. Raja-ka-Bazar ...	174	34	19	16	9	13	7	50	6	...	...	64	52	13·4
12. Mission, Meerut ...	235	44	19	14	6	20	11	55	4	2	18	41	49	14·6
13. Mission, Saháranpur ...	194	37	19	14	7	17	7	41	4	1	25	50	27	8 4
14. C. M., Azamgarh ...	199	52	26	13	6	19	5	26	5	1	20	56	53	9·
15. Mission, Mainpuri ...	92	20	22	10	11	5	2	18	3	..	...	67	60	17·6
16. C. M., Jaunpur ...	195	20	10	10	5	10	3	30	6	1	17	44	48	9·2
17. Mission, Dehra ...	222	19	9	3	1	8	2	67	1	...	...	45	36	8·1
Total ...	3,987	728	18	349	9	302	105	34	136	24	17			
						Under native management.								
18. Victoria, Gházipur ...	229	61	27	34	15	30	18	60	16	3	19	75	67	9·4
19. Victoria, Agra ...	324	58	18	15	5	26	13	50	5	3	60	56	68	13·
20. Bengali Tola, Benares ...	200	39	19	15	7	9	7	78	5	2	40	82	80	7·
21. Lyall, Gonda ...	153	22	14	10	6	8	1	9	3	1	33	65	59	10·2
22. Training, Dehra ...	156	38	24	6	4	13	1	7	3	1	33	42	41	5·4
23. Ballia ...	301	55	18	18	6	18	13	72	7	4	57	51	66	8·
Total ...	1,363	273	20	98	7	104	53	51	39	14	36			
Grand Total ...	5,350	1,001	18	447	8	406	158	39	175	38	21			

78. Taking first the classification, we find that only 27 per cent. of the scholars, *viz.*, 1,448, are in the secondary stage, the rest, numbering 3,902, or 73 per cent., being in the primary stage. The distribution is almost identical in each of the groups into which the schools are divided in the table. This distribution is most important

as indicating the relative proportions of the aid given from public funds to the schools. Since the salaries of teachers competent to teach in the secondary schools are much higher than those of teachers for pupils in the primary stage of instruction, and the number of pupils which can be efficiently taught by one teacher in the secondary classes is much smaller than the number which can be taught in the primary classes, the tuitional expenditure per scholar is very much higher in the secondary classes than in the primary. If, therefore, the grant is to bear any relation to the work done and to the tuitional expenditure, the rate per head should be highest for those schools which have the largest proportion of scholars in the secondary stage, unless of course for other extraneous reasons it is enhanced or reduced. In order to show the extent of the grant to each school with reference to these considerations, I have classified the schools into four groups :—

I.—SCHOLARS OVER 40 PER CENT. IN HIGH STAGE.

	Grant per scholar.		Grant per scholar.
	Rs.		Rs.
Centennial ...	6·5	Victoria, Ghâzipur ...	9·4

II.—SCHOLARS BETWEEN 30 AND 40 PER CENT. IN HIGH STAGE.

	Grant per scholar.		Grant per scholar.
	Rs.		Rs.
Mission, Ghâzipur ...	14·2	Mission, Gorakhpur ...	14·4
Jai Narain's* ...	29·	Ditto, Mirzapur ...	12·8
Mission, Azamgarh ...	9·	Ditto, Mainpuri ...	17 6

III.—SCHOLARS BETWEEN 20 AND 30 PER CENT. IN HIGH STAGE.

	Rs.		Rs.
St. John's, Agra ...	9·7	Jamna Mission ...	6·8
L. Mission, Benares ...	17·	Ramsay ...	15·6
S. P. G., Cawnpore ...	11·3	Mission, Meerut ...	14 6
Mission, Saháranpur ...	8 4	Victoria, Agra ...	13·
Bengali Tola, Benares ...	7·	Lyall ...	10·2
Training, Dehra ...	5 4	Raja-ka-Bazar ...	13·4
Ballia ...	8·		

IV.—SCHOLARS BELOW 20 PER CENT. IN HIGH STAGE.

	Rs.		Rs.
C. M., Jaunpur ...	9·2	Mission, Dehra ...	8·1

From the above it is clear that the grants allowed to these schools last year did not bear any relation to the essential point of the proportion of the scholars in the secondary stage, *e.g.*, the payment to schools in the second of the above groups varied from Rs. 9 to Rs. 29 for the same class of education, and in the third group the variation was from Rs. 5 to Rs. 17. Many schools in the third group are receiving double the amount to that allowed to schools in the first group, whereas the positions should be reversed.

79. During the year the average cost to the *State* of each scholar in a Government school was Rs. 21, and with reference to this rate many of the grants appear to be excessive.

80. The work done by these schools has now to be examined by the annual test of the public examinations, that is, the entrance (high) examination held by the University and the Middle Examination held by this Department. As noted above in paragraph 45, the average ratio of passes for the Government schools was 43 per cent. of the number of candidates, while that of the aided schools was only 29 per cent. But this latter percentage was much enhanced by the inclusion of the candidates from the collegiate schools of Aligarh, Agra, and Lucknow. The great failure of the schools under the missionary societies is very striking this year. Out of the 136 candidates sent up by the 17 schools which profess to prepare candidates for the University examination only 24, or 17 per cent., passed. The only school which shows any approach to success is the school maintained by the Lutheran Mission at Ghâzipur, from which 5 out of 14 candidates succeeded in passing. An inspection of columns 10 to 12 of the above statement discloses an almost complete failure on the part of these schools. It should be noted, however, that last year these same 17 schools sent up 165 candidates, of whom 43, equal to 26·1 per cent. passed. The corresponding percentage from the Government schools was 30·6 per cent. If we combine the results of the two years, the percentage of passes in these schools is 22 per cent. and the same percentage for the Government schools is 37 per cent. This gives a fairer idea of the relative quality of the work done than if we take the results for one year only.

81. Next as to the departmental examination. In the zila schools 51 per cent. of the candidates were successful this year and 62 per cent. last year. The group of 17 schools now under consideration sent up this year 302 candidates, of whom only 105, equivalent to 34 per cent. were successful. Last year the number of candidates

* The grant to this school was, however, reduced by Rs. 100 a month after the inspection. The present annual incidence is lower.

was 290, of whom 137, or 47 per cent., passed. The inferiority of these schools each year is apparent, and the same depreciation inferable from the results of the University examination is confirmed by the results of the examination of the middle classes held by this Department. I am not aware of any reason to which this apparent deterioration can be ascribed.

82. In the second group of schools shown in the abstract, the six under the management of native committees, the results of the public examinations this year have been more favourable. Out of 39 candidates 14, or 36 per cent., passed the University Entrance Examination, and the proportion of the passes at the middle examination was almost identical with that of candidates from the zila schools.

83. The results of the Inspectors' examination of the primary sections of the schools may be estimated by the average ratio of passes in the same examination at the Government high schools, in which 70 per cent. of the scholars examined passed in the lower primary and 64 per cent in the upper primary examination.

84. The following statement for the middle aided schools is based on the annual inspection reports of the Inspectors :—

Aided Middle Schools.

School.	Scholars.			Middle Examination.			Primary Examination.		Annual grant per scholar.
	Total.	In middle stage.		Number of candidates.	Number of passes.	Percentage of passes.	Lower : Percentage of passes.	Upper : Percentage of passes.	
		Number.	Percentage.						
1	2	3	4	5	6	7	8	9	10
Under the management of missionary societies.									Rs.
1. Mission, Paori	135	28	21	16	2	12·5	54	56	8 9
2. Nakhas, Lucknow	231	26	11	9	3	33 3	67	64	6·5
3. Mission, Shâhjahânpur	160	26	16	9	5	55·5	64	64	15 8
4. Moradabad Mission	182	26	14	10	1	10·	61	47	6 9
5. Bareilly "	98	24	25	7	4	57·1	40	55	6·1
6. Basti "	90	15	17	3	...	...	41	40	9 3
7. Budaun "	58	11	19	5	3	60·	75	53	7·2
8. Muirabad Parish	93	10	11	7	...	...	40	45	7·7
9. Bijnor Mission	39	8	21	...	...	...	37	...	6·1
10. Sadar Bazar, Lucknow ...	87	6	7	...	...	...	68	71	6 2
11. Khyrabad Mission	98	2	2	...	...	...	60	49	6·1
Total ...	1,271	182	14	66	18	27·	...	...	...
Under other management.									
12. Mufid-i-Am	538	87	16	14	10	71·	73	65	3 1
13. Committee, Fatehgarh	121	29	24	14	3	21·	69	65	8 3
14. Colonelganj	110	24	22	14	6	43·	48	38	4 4
15. Orman, Roorkee	125	16	13	9	4	44·	55	25	6·7
16. Devanagri, Meerut	60	16	27	5	...	...	44	13	7·
17. Municipal, Hâthras	111	15	14	7	6	86·	70	58	5 4
18. Chashmai Rahmat	45	10	22	5	1	20·	87	49	8·
19. Subscription, Jhânsi	37	8	22	5	4	80·	19	...	8 1
20 Ditto, Orai	56	6	11	3	2	67·	45	30	4 3
21. Gayanpur	50	5	10	2	1	50·	64	75	4 8
22. Bhinga	54	5	9	1	...	...	83	65	7 8
23. Deoria	54	4	7	...	...	...	69	75	3·6
24. Karwi	27	7	26	5	1	20·	78	57	13·3
25. Deokali	25	3	12	...	...	...	75	...	14 4
26 Mahmudabad	72	3	4	...	...	...	67	95	14·7
27. Khatri Patsala	93	2	2	...	...	...	82	69	5 4
Total ...	1,578	240	15	84	38	45·	...	...	...
Grand Total ...	2,849	422	15	150	56	37·	...	...	...

Note.—No inspection report was received for the Pilibhit Municipal School and it is not shown above. It has now been taken over by the Department.

85. The irregularity in the distribution of the grants among these schools is brought out clearly by the figures in column 10 of the abstract, *e.g.*, the Basti

school received Rs. 9·3 per scholar for a school with only 17 per cent. in the secondary stage, while the Bareilly school received only Rs. 6 1, while it had 25 per cent of its scholars in that stage. Similar instances will be observed in the second group of schools.

86. Turning to the work of the schools in the first group as tested by the middle examination, we find the same inferiority as in the aided high schools under similar management. The 11 mission schools sent up 66 candidates to the middle examination, of whom only 18, or 27 per cent., succeeded in passing. As above noted, the proportion of the successful candidates from the zila schools generally was 51 per cent., and in the zila schools of this class 68 per cent. Last year also a similar ill-success was apparent, when out of 94 candidates 35 passed, being a percentage of only 37, whereas the percentage of passes from the zila schools in the same year was 62. There has also been a falling off in the absolute number of candidates from these schools, from 94 last year to 66 this. Here, then, as well as in the group of 17 high schools, a deterioration from last year is brought out.

87. The work of the 16 schools under the management of native committees or private persons is more satisfactory. Forty-five per cent. of the candidates were successful at the examination this year, against 41 last year, and the number of successful candidates increased from 36 to 38.

88. In five districts, *viz.*, Dehra, Kumaon, Gorakhpur, Basti, and Azamgarh, the work of the zila schools is performed by aided schools under missionary management. Taking the figures for these five schools separately, we find they sent up 35 candidates to the entrance examination, of whom five, or only 14 per cent., passed. They sent 105 to the middle examination and succeeded in passing 25, or only 24 per cent. This result is in striking contrast to that of last year, when out of 38 candidates for the entrance examination 17, or 45 per per cent., were successful; and out of 90 candidates at the middle examination 62, or 68 per cent., were successful.

89. There remain three aided secondary schools, the collegiate schools attached to the colleges at Agra, Aligarh, and Lucknow. The following are the statistics relating to them :—

School.	Scholars.	In middle stage.	In high stage.	*Middle Examination.*			*Entrance Examination*			*Annual grant.*	
				Number of candidates.	Passed.	Percentage.	Number of candidates.	Passed.	Percentage.	Amount.	Per scholar.
										Rs.	Rs.
Agra College ...	518	160	92	50	23	46	40	10	25	5,000	9 6
Aligarh College ...	226	58	71	7	3	43	39	15	38	6,000	26 5
Canning College ...	226	77	104	62	14	22	*42	17	40	5,882	26·0
Benares Government College.	514	108	84	45	19	42	40	20	50	17,033	33·0

* Five at the Panjáb University Examination.

For facility of comparison the statistics of the school attached to the Government College at Benares have been added. The largest number of scholars in the secondary stage is found at Agra, *viz.*, 252; the fewest at Aligarh, where only 129 are returned. The collegiate school at Agra is now in point of numbers the leading secondary school in these provinces, with the exception of the zila school at Allahabad, where 297 scholars were enrolled. At the entrance examination, however, the success of the candidates from Agra was inferior this year, only 10 out of 40 passing. The results of the examination of all three schools were not only inferior to that attained by the Benares College School, but were below the average of success of the Government schools, which passed 43 per cent. of their candidates. At the middle examination the candidates from the Agra school were fairly successful, 46 per cent. passing. The candidates from the Canning College failed in a discreditable manner. It should be remarked however, with regard to this middle examination, that as it is in many ways not adapted to be a preparation for the high school in these schools, the object of which is to prepare lads for the university, it is necessarily neglected, and in the college at Aligarh pupils are dissuaded from preparing for it. As a general result the year's work of these aided schools appears to have been inferior to that of the zila schools.

90. Last year the results of the entrance examinations of the scholars from the Agra and Aligarh institutions were much above the average of the year; 57 per

cent. of the candidates from the former being successful and 50 from the latter, whereas from the Benares Collegiate School only 37 per cent passed. The Canning College school was very unsuccessful last year.

The results of the middle examination of the scholars from these three institutions were as unfavourable last year as this, whence it is fair to infer that there is a defect in the teaching of the middle course in these schools.

91. The following abstract brings together the results of the public examinations of the candidates from each of the eight classes of schools dealt with in the preceding paragraphs :—

Results of the Public Examination, 1886, of the Scholars in the Anglo-Vernacular Schools.

		Middle.			*Entrance.*		
		Candidates.	Passes	Percentage.	Candidates	Passes.	Percentage.
High ...	State, North-Western Provinces.	475	234	49	211	95	45
	State, Oudh ...	209	97	46	90	36	40
	Mission ...	309	105	34	143	24	17
	Other aided ...	107	53	50	39	14	36
Middle ...	State, North-Western Provinces.	108	72	67	...	...	...
	Mission ...	66	18	27	...	...	...
	Other aided ...	84	38	45	...	...	...
Aided collegiate ...		119	40	34	121	42	35

The superior success of the candidates from the State schools in the North-Western Provinces, and the extent of the failure of those from the schools under the management of missionary societies, is manifest.

92. It will be of interest to ascertain the relative amount of the expenditure on each of these groups from public funds. In the case of the Government schools the expenditure from public funds is the expenditure less the fee income; in the case of the aided schools it represents the grant-in-aid for the year.

	Number of institutions.	Number of scholars	Annual expenditure from public funds.	Incidence per scholar of expenditure.
			Rs.	Rs.
Zila High Schools, North-Western Provinces ...	13	3,950	85,174	21
Ditto, Oudh	11	1,826	47,413	26
Zila Middle Schools, North-Western Provinces ...	12	1,565	85,084	22
Mission High Schools	17	3,987	47,760	12
Committees' High Schools	6	1,363	12,552	9
Mission Middle Schools	11	1,271	10,440	8
Committees' Middle Schools	16	1,578	9,060	5
Government Collegiate School	1	465	12,200	26
Aided Collegiate School	3	970	16,882	17

Thus in the high schools of Oudh the amount of the expenditure debitable to public funds is Rs. 26 a head against Rs. 21 in the North-Western Provinces. In the latter provinces the scholars in middle schools are as costly as those in the high schools. In the Government collegiate school at Benares the State pays Rs. 26 for each scholar, whereas in the aided collegiate schools it pays only Rs. 17. The most liberal expenditure in the other aided schools is on those under missionary management, in which a scholar costs the State Rs. 12 a head, while in the similar class of schools under the management of native committees the cost is only Rs. 9.

The above figures, it should be noted, are taken from the annual inspection reports noticed in paragraphs 59 and 77 above.

The Tahsíli and Town Schools.

93. The secondary vernacular schools known as the tahsili, pargana, and town schools are under the general management of the district boards in the same manner as are the village or halkabandi schools. This Department, however, maintains its control over the course of instruction, the conduct of the examinations, and the teachers generally are required to have the approval of the departmental Inspectors. The district Deputy Inspectors of Schools are appointed for the management of these two classes of schools, and the efficiency of their management has to be tested by the results in both.

The tahsili schools, as constituting the principal institutions in which the State has undertaken to give a secondary education to the people in their vernacular, constitute perhaps the most important class of schools with which this Department is connected. The standard up to which they teach is that of the middle vernacular examination held annually by this Department.

94. The main test of the success of these schools is to be found in the number and proportion of the scholars who get beyond the primary stage, *i e.*, beyond class III, and the number who are successful at the middle examination. In appendix VII I have printed a carefully prepared statement showing, in A, the distribution of the scholars in each of the seven classes of these schools, and in B, the proportion in each class to 100 in the lowest class. The numbers are those found on the last day of November, 1885. The relative progress of secondary education among the people may be seen from the entries under the headings of classes I and II.

The following are the figures for each of the eight divisions forming a Inspector's charge :—

Tahsili and Town Schools.

Division.	*Number of scholars in each class to 100 in class VII, the lowest class.*					
	Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.
Meerut	45	41	35	29	20	28
Agra	57	57	38	32	24	38
Rohilkhand	58	45	35	33	25	30
Allahabad	47	42	32	27	21	24
Benares	46	44	37	29	25	21
Jhánsi	44	33	24	13	5	9
Kumaun	48	39	22	18	8	6
Oudh	42	40	34	27	23	17
Province ...	45	43	34	28	22	23

Thus for every 100 boys beginning their education in the lowest class, the schools in the Agra Division have 38 to show in the highest class; in Rohilkhand 30; in Meerut 28; in Allahabad 24; in Benares 21, and in Oudh only 17. The secondary school in the two small divisions of Jhánsi and Kumaun can hardly be considered as more than primary institutions, so very few of the scholars reach the secondary stage. The extremely low standard of the work done in these schools in Jhánsi is disclosed by the fact that out of every 100 scholars in the lowest class only 13 reach the third or upper primary class. On the other hand, the greater success in Agra is again shown by the large proportion of scholars in the upper primary class (No. III) and the lower primary class (No. V). Next in rank to Agra, as measured by these proportions, comes Rohilkhand.

The Oudh schools rank lowest of all in the proportion of the scholars in the upper and lower primary classes as well as in the proportion of those in the middle class. The increasing proportion of scholars in these classes from year to year will form a good test of the success of these schools in inducing the people to allow their boys to attend school to a stage where the instruction given extends beyond the mere elements of reading, writing, and arithmetic. I do not see any reason to suppose that an increased number of entries into the lowest class would not be common to all the six great diviisons, and the relative proportions should not be disturbed thereby.

95. In the Meerut Division the highest proportion of scholars in the middle section is found in Bulandshahr, the lowest in Muzaffarnagar. The schools in the Etah district represent a higher standard than those of any other in the province, but those of Muttra in the same division rank very low. In the Rohilkhand Division the Bijnor schools have attained a high standard. In the Allahabad Division, the first rank is taken by the schools in Cawnpore. The lowest position of any district of the great divisions is taken by the schools of Kheri and Gonda in Oudh.

96. As no separate statement was made out last year for these important schools, the statistics of the two years cannot be compared on the basis of these. The comparison must therefore be made between the statistics for the whole of the public elementary schools for boys under the management of the district and municipal boards without distinction. The figures are those compiled for the annual returns required by the Government of India, and show the state of the schools on the 31st March of each year.

Public Secondary Schools for Boys (Vernacular)

Division.	Scholars in middle stage.		Number who passed middle examination.	
	1886.	1885.	1886.	1885.
Agra	1,231	1,052	236	200
Rohilkhand	1,142	831	145	129
Oudh	1,327	1,102	163	115
Benares	1,209	776	207	121
Allahabad	892	681	156	96
Meerut	730	735	108	136
Jhánsi	84	97	23	20
Kumaun	54	27	2	9
Total ...	6,579	5,301	1,045	826

The number of scholars in the middle section of these schools has increased from 5,301 to 6,579, being an increase of 24 per cent. The percentage of increase in each division is as follows :...

Benares	55
Rohilkhand	37
Oudh	20
Allahabad ... ... }	17
Agra ... ... }	

The Meerut Division alone remains stationary. The progress in Oudh, Rohilkhand, and Benares is very remarkable, and will, if continued, speedily place them on a level with Agra, which, as shown above, takes the highest rank in the proportion of scholars in the middle stage. This increase in the number of scholars in the middle stage at the vernacular schools is a most satisfactory sign of the extension of education.

97. Next as to progress as shown by the number of the scholars who passed the departmental examination. The number from the schools throughout the province has increased by 26 per cent., from 826 to 1,045, the ratio of increase in each of the principal divisions being as follows: —

Benares	71
Allahabad	62
Oudh	46
Agra	18
Rohilkhand	12

In the Meerut Division the number of the scholars has diminished. In all the great divisions of the province there has been a very decided extension of vernacular secondary education, except in the Meerut Division, where the above figures indicate a falling off. It should be noted, moreover, that the number of the scholars in the upper primary section of the Meerut schools has also diminished since last year.

98. The quality of the instruction in the schools of each of the six great divisions of the province, as shown by the proportion of the candidates who passed the middle examination, may be gathered from the following abstract :—

	Percentage of passes.	
	1886.	1885.
Allahabad	63	35
Benares	59	35
Agra	54	48
Oudh	51	35
Rohilkhand	38	38
Meerut	37	49

The success of the candidates from Allahabad and Benares is very creditable to the teachers of those divisions, and shows that the standard of instruction attained is now equivalent to that for which the Agra Division has hitherto been pre-eminent. The deterioration in the Meerut Division is explained by the Inspector as due to the general prevalence of malarious fever, to which the Agra Inspector also refers as having checked the progress of education in his division.

99. In the following statement the districts of each division are classed in the order of their success at the vernacular middle examination of 1886 :—

Meerut Division.

	Percentage of successful candidates.	
	1886.	1885.
Meerut	57	68
Muzaffarnagar	53	78
Dehra	40	50
Aligarh	37	48
Bulandshahr	34	49
Saharánpur	9	30

	Percentage of successful candidates.	
	1886.	1885.
Agra Division.		
Muttra	60	43
Fatehgarh	60	48
Agra	59	60
Etáwah	52	47
Etah	50	49
Mainpuri	47	41
Rohilkhand Division.		
Sháhjahánpur	58	67
Budaun	39	39
Moradabad	35	34
Bareilly	33	29
Bijnor	31	32
Pilibhít	26	56
Allahabad Division.		
Allahabad	83	72
Jaunpur	77	23
Fatehpur	69	57
Cawnpore	56	29
Bánda	46	26
Hamírpur	25	29
Benares Division.		
Ballia	79	43
Azamgarh	78	72
Benares	69	35
Mirzapur	57	27
Gházipur	56	35
Gorakhpur	52	26
Basti	36	22
Oudh Division.		
Sultanpur	94	60
Gonda	60	30
Partabgarh	58	36
Lucknow	56	26
Unao	55	48
Sitapur	53	44
Fyzabad	52	30
Hardoi	52	44
Rae Bareli	44	30
Kheri	30	11
Bara Banki	25	27
Bahraich	15	20

There has been a lowering of the standard of preparation in every district of the Meerut Division. From the schools under the Deputy Inspector of Saháranpur 34 candidates entered the examination, of whom only three passed—a most discreditable result. In the Rohilkhand Division one district alone, that of Bareilly, shows any improvement; the others have either deteriorated or remained stationary. An improvement is manifest in every district of the other three great divisions, except in Hamírpur and Bahraich.

100. Mr. Lloyd, the Inspector of Schools, Agra Division, calls attention to the relatively inferior position taken by the candidates for the middle examination educated in the schools of the Mainpuri district, and explains that nine out of the 14 middle schools under the district board are village schools which are allowed to prepare one or two boys for the middle examination. These schools should be confined to their proper function of giving primary instruction. There is also in this district a deficiency in the allotment of scholarships to enable deserving boys from village schools to proceed to the town schools. They are left consequently to get what secondary instruction they can in the inferior schools above noticed. Mr. Lloyd is undoubtedly right in endeavouring to concentrate in the tahsíli schools the pupils who wish to prepare for the middle examination.

101. Mr. Deighton, the Inspector of the Rohilkhand Division, who took charge of this part of the province in April, 1885, reports that he is thoroughly well satisfied with all the larger tahsíli schools, except that at Moradabad, which has few scholars on its rolls and these badly taught. The secondary vernacular schools generally of this district have clearly been badly managed by the late Deputy Inspector, whose retirement has now given an opportunity of introducing more efficient management.

102. In the Allahabad Division, under the management of Mr. Dodd, there has been a steady improvement in the standard of education, as shown by the number of scholars who have been declared qualified by the examiners for the middle vernacular standard. When Mr. Dodd first took charge of the division in 1878, 166 candidates appeared at the examination from the tahsíli and town schools, of whom

only 14 were declared duly qualified. In 1885 the candidates numbered 286, of whom 100 passed, and finally at the last examination, out of 249 candidates from these schools no less than 156 passed, the highest proportion of successful candidates in the province.

103. The following return of the number of the boarders in the tahsíli and town schools is of interest. There are no returns of previous years with which it can be compared :—

Statement of the average monthly number of scholars in the boarding-houses attached to the tahsíli, pargana, and halkabandi schools during the year ending with March, 1886.

Division.	Number of boarders.		
	Receiving stipends.	Self-supporting.	Total.
Meerut	33	50	83
Agra	217	100	317
Rohilkhand	6	6	12
Allahabad	187	143	330
Benares	210	378	588
Jhánsi	35	...	35
Oudh	77	199	276
Total ...	765	876	1,641

The boarders come generally from neighbouring villages, where the school course does not extend beyond the upper primary standard. Those shown as receiving stipends are in receipt of small allowances made by the district boards to deserving scholars from the primary schools who wish to continue their studies to the middle stage. It will be seen, however, that more than one-half of the 1,641 boarders receive no aid whatever. The accommodation in the boarding houses attached to these vernacular schools is given free of charge, and the head-masters of the schools are responsible for the management without receiving any additional allowance. The fewness of the boarders in the Meerut and Rohilkhand Divisions is remarkable.

104. The following shows the average annual cost per scholar for the education given in the middle vernacular schools this year and last in each of the great divisions of the province :—

	Annual cost per scholar.	
	1886.	1885.
	Rs.	Rs.
Meerut	4·7	4 8
Agra	4 1	4 3
Rohilkhand	4 1	4 3
Allahabad	4 7	4 5
Benares	4·	4 8
Oudh	6 6	7·1
Province	4 7	5·

The average cost has thus diminished in every division except in Allahabad, where there has been a slight increase. The cost in Oudh is still very high compared with the North-Western Provinces, an excess not yet justified by any superiority of work. It will be seen from the above that an average monthly fee of 3½ annas from each scholar would more than suffice to pay one-half of the expenditure on these schools.

105. During my tour I visited a number of the principal schools of this class in the Rohilkhand and Agra Divisions, and some of these, notably that at Kásganj, I should rank very high as good secondary schools for the people. These schools are rapidly developing into institutions of national importance, and their extension is now checked only for want of funds. The great defect here as in the zila schools lies in the want of properly-trained teachers, and at present money will be better spent on establishing training colleges for teachers on a proper basis than in increasing the number of these schools, for which properly-qualified teachers are not yet available.

Secondary education during the last two years.

106. In the followin abstract is given a general statistical view of the returns of the last two years relating to the secondary education of boys :—

Public Secondary Schools for Boys.

		Number of institutions.	Number of scholars.	Expenditure. Public revenues.	Municipal funds.	Fees.	Endowments, &c.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs.
State	1885	475	42,950	3,22,653	17,783	58,375	11,178	4,09,989
	1886	477	44,762	3,21,095	17,885	62 209	10,782	4,11,971
Aided	1885	76	13,265	1,35,040	15,894	80,037	1,54,765	3,85,736
	1886	92	14,739	1,38,568	17,437	89,610	1,76,246	4,21,861
Unaided	1885	15	1 959	...	...	2,341	20,223	22,564
	1886	18	1,859	...	...	3,768	24,077	27,845
Total	1885	566	58,174	4,57,693	33,677	1,40,753	1,86,166	8,18,289
	1886	587	61,360	4,59,663	35,322	1,55,587	2,11,105	8,61,677

The figures for the two years do not differ materially, the only noticeable feature being the increase in the fee receipts.

B.—PRIMARY SCHOOLS FOR NATIVES.

The Boards' Village Schools.

107. These schools, with very few exceptions, teach only up to the upper primary standard, and those few in which middle classes have been established have not been separated from the primary schools in the following paragraphs.

In order to show the present state of education in the village schools under the management of the district board, I have prepared a statement of the number of scholars in each of the seven classes into which the vernacular course is divided (appendix VIII.) In the following statement the figures for the province are given. It should be noted that the highest class is numbered I, that class III is the highest class of the upper primary section, and class V, of the lower primary section :—

	No. of scholars.	*No. to 100 in class VII.*
Class I	589	...
„ II	573	...
„ III	10,788	12
„ IV	17,195	20
„ V	24,814	28
„ VI	30,877	35
„ VII	87,578	100
Total	172,414	...

The extent to which the instruction given in these schools is merely nominal is clearly shown by the above classification. Unless the child progresses as far as class V, the class of the lower primary standard, the instruction he receives can be of little or no benefit to him. But we find from the above abstract that of every 100 scholars enrolled in class VII only 35 reach class VI and but 28 the lower primary standard. That the great majority of the scholars in the lowest class cannot be considered in estimating the work that is being done is obvious.

108. The success of these schools in keeping the scholars who enter in the lowest class until they reach the lower and upper primary classes will afford a fair index of the character of the work. The following shows the proportions for each division of the province :—

Division.	*No. in class to 100 enrolled in the lowest class.* Class V, Lower primary.	Class III, Upper primary.
Agra	38	19
Allahabad	33	14
Oudh	27	14
Rohilkhand	26	12
Meerut	27	11
Benares	26	10
Jhánsi	29	5
Kumaon	20	4
Province	28	12

Thus the schools of the Agra Division show as a whole a higher standard of teaching than those of any other division. Next to these come those of Allahabad and Oudh, and Rohilkhand, Meerut, and Benares rank the lowest of the six great divisions. The details of the distribution returned for each district will be found in appendix No. VIII, where it has been printed for permanent record.

109. The above statistics refer merely to the village schools under the management of the district boards, and show the state of these schools in the middle of the school year. In the following abstracts the statistics for elementary public education refer to the whole of the primary schools under the district and municipal boards as they were found on the 31st March, the date to which all statistics required by the Government of India refer.

The following is a comparative statement for these public elementary schools for boys for the last two years :—

Year ending March 31st.	Scholars in upper primary section.	Scholars in lower primary section.	Total scholars.	Passed upper primary examination.	Passed lower primary examination.
1886	33,018	135,924	168,942	4,418	12,911
1885	30,293	144,259	174,552	4,538	13,043

The above figures show a falling off in the number enrolled in the lower primary section, but an increase in the number in the upper primary section. It is probable that the decrease in the number is partly due to the greater strictness with which the registers have been overlooked.

It is uncertain how far the increase of 2,725 in the upper primary section may be due to the more complete compliance with the departmental rule that the reconstitution of the classes consequent on the annual examinations should be made before the end of March.

110. The following statement will show the variations in each of the divisions :—

Division.	Scholars in upper primary classes.		Scholars in lower primary classes.		Number passed in the upper primary standard		Number passed in the lower primary standard.	
	1886.	1885.	1886.	1885.	1886.	1885.	1886.	1885.
Oudh	10,273	9,838	35,462	35,962	1,642	1,660	4,062	4,079
Allahabad	5,480	4,368	18,046	18,780	624	518	2,110	2,058
Benares	5,262	4,763	24,992	26,984	488	582	2,301	1,842
Agra	4,826	4,572	15,639	16,666	760	766	1,865	2,076
Rohilkhand	3,035	2,379	14 467	15,891	555	545	1,209	1,362
Meerut	2,844	3,057	16,666	18 345	289	377	1,038	1,305
Kumaon	778	842	7,360	8,070	34	72	71	102
Jhánsi	520	474	3,292	3,561	26	18	255	219

In the Oudh Division, where the rule above referred to was, I believe, strictly complied with, the numbers in each section of the school are almost identical for each year, and the increases in the upper section of the schools are found in the divisions in which the promotions of 1884-85 were in many cases not made until after the month of March In the Meerut Division, however, there is a decided falling off in the attendance in both sections of the school, which is explained by the general sickness in the division.* Taking the figures for the rest of the province, they do not, I think, indicate any marked increase in attendance in the upper section, though there probably has been some increase. In the primary standards of examination we find the same falling off in Meerut as has been noted under other heads. The number of those who passed the examination is higher in Allahabad than last year, while in Oudh, Agra, and Rohilkhand it is nearly stationary. The number of passes in the Benares Division cannot be compared with those of the previous year, owing to considerable change in system introduced by the present Inspector, Pandit Lakshmi Shankar Misra, with my concurrence. The systematization of these primary examinations is a most important matter in connection with elementary education.

* Mr. Constable mentions that in the Bulandshahr district many schools were almost deserted during the months October to December.

111. In the following abstract the relative position of each division and district is shown with reference to the proportion of the scholars who are in the upper primary section and the proportion who were passed in each of the primary standards :—

District.		Percentage of the scholars in the upper primary section.	Percentage of scholars passed in upper primary standard.	Percentage of scholars passed in lower primary standard.
Agra ...	Mainpuri	27	3	9
	Etah	25	5	11
	Etáwah	25	6	13
	Agra	24	3	6
	Fatehgarh	23	4	8
	Muttra	19	2	8
	Total ...	24	4	9
Allahabad ...	Hamírpur	29	5	11
	Cawnpore	25	2	10
	Bánda	24	2	7
	Jaunpur	22	2	9
	Allahabad	22	3	10
	Fatehpur	20	2	8
	Total ...	24	3	9
Oudh ...	Sultanpur	28	5	11
	Partabgarh	27	6	11
	Rae Bareli	26	4	12
	Fyzabad	25	5	9
	Lucknow	24	4	8
	Unao	24	4	10
	Sitapur	22	4	9
	Gonda	22	4	9
	Bahraich	20	4	10
	Hardoi	19	1	6
	Bara Banki	18	2	6
	Kheri	16	2	5
	Total ...	23	4	9
Rohilkhand ...	Budaon	23	4	8
	Bijnor	22	5	9
	Bareilly	16	3	5
	Sháhjahánpur	16	2	8
	Moradabad	12	2	5
	Pilibhít	16	4	6
	Total ...	17	3	7
Benares ...	Ballia	23	3	11
	Gházipur	23	2	10
	Gorakhpur	18	1	7
	Azamgarh	16	2	8
	Basti	15	1	8
	Benares	14	1	5
	Mirzapur	13	1	6
	Total ...	17	2	8
Meerut ...	Aligarh	18	2	7
	Bulandshahr	17	1	6
	Dehra	15	3	8
	Meerut	15	1	3
	Muzaffarnagar	14	3	7
	Saháranpur	7	0·4	4
	Total ...	15	1	5
Jhánsi ...	Jhánsi	16	0·3	6
	Lalitpur	14	1	5
	Jalaun	12	1	8
	Total ...	14	1	7
Kumaon ...	Garhwál	14	0·3	0·5
	Taráí	14	*Nil.*	*Nil*
	Kumaon	8	0·4	1
	Total ...	10	0·4	1

The close similarity between the proportions under each heading in the divisions of Agra, Allahabad, and Oudh is, no doubt, due to the fact that each of these three divisions has had the advantage of systematic management for many years by its own Inspector. The division of Meerut is shown to have attained the lowest standard of the six great divisions, and in one of its districts, Saháranpur, elementary education is at the very lowest level.

112. The relative success of the vernacular schools, tahsili, town, and village, in each of the six great divisions may be compared as in the following table :—

Division.	Number of scholars in middle class to 100 in lowest class.	Number of scholars in upper primary class to 100 in lowest class.	Percentage of passes to candidates at middle examination.
Agra	38	10	54
Rohilkhand	30	12	38
Meerut	28	11	37
Allahabad	24	14	63
Benares	21	10	59
Oudh	17	14	58

Thus, middle education is most advanced in Agra and least in Oudh; primary education is also most advanced in Agra, and in Allahabad and Oudh about on the same level; Meerut and Benares are most backward. In the departmental examination the Allahabad Division was most successful, and least of all the Meerut Division.

113. The inspections of the boards' schools in the Meerut Division were made by Munshi Piare Lal, the Assistant Inspector, Mr. Constable, the Inspector, being occupied with the annual examination of the European schools of the whole province. The following is the result of his examinations of the schools in the six districts :—

District.	*Upper primary standard.*			*Lower primary standard.*		
	Number examined.	Number passed.	Percentage passed.	Number examined	Number passed.	Percentage passed.
Dehra	24	5	21	82	26	32
Saháranpur	44	8	18	323	82	25
Musaffarnagar	52	4	8	138	45	33
Meerut	154	30	19	506	166	33
Bulandshahr	112	4	4	338	44	13
Aligarh	266	40	15	525	96	18
Total ...	652	91	14	1,912	459	24

The above result indicates an extremely low standard of efficiency in the tuition of the upper primary stage in every district in the division. Out of 652 scholars who were presented by the Deputy Inspectors as having completed the upper primary course, only 91 were considered by the Inspector to have attained the full standard. After making every allowance for the prevalence of sickness, it cannot but be admitted that the result is extremely disappointing. The result in the lower primary examination, though not so hopelessly bad, is yet very unsatisfactory. Out of 1,912 scholars presented by the Deputy Inspectors as having completed the course, only 459 were found to have attained the standard. These figures confirm former statistics, which tended to show that the vernacular education in this division is in a very backward condition. It should be noted, however, that this and the Benares Division are the only ones in which the village schools have been subjected to an examination by an active native Inspector of Schools, and that from the absence of any definite standard for the examinations the results of the two divisions cannot be accurately compared.

114. The following statement shows the result of the inspections conducted by Pandit Lakshmi Shankar Misra, in charge of the Benares Division since April, 1885 :—

District.	*Upper primary standard.*			*Lower primary standard.*			Remarks.
	Examinees.	Passed.	Percentage.	Examinees	Passed.	Percentage.	
Azamgarh	336	94	28	635	362	57	In this statement those only are considered to have passed who passed in *all* subjects. Many more than these were actually promoted.
Benares	156	17	11	419	93	22	
Ballia	208	102	49	592	393	66	
Basti	128	36	28	345	196	57	
Gorakhpur	290	73	25	617	223	36	
Gházipur	204	77	38	460	299	65	
Mirzapur	151	16	10	364	121	33	
Total ...	1,473	415	28	3,432	1,687	49	

In the upper primary standard the Ballia district shows itself to be the best district in the division, and the result is, under the circumstances, very creditable to the Deputy Inspector, Munshi Balkishn Lal The result in Ghâzipur, Azamgarh, and Basti is also creditable, and the same may be said of Gorakhpur, considering the size of the district which the Deputy Inspector has to examine The two districts of Benares and Mirzapur failed almost as badly as th districts of the Meerut Division. The result in the Benares district is extremely discreditable: out of 156 scholars presented as having completed the upper standard only 17 were found fit to be passed. In the lower primary standard the results of the examination are, notwithstanding the higher percentage, even more discreditable to the management of the schools of this district. In the remaining districts the lower examination indicates much the same standard of instruction as the higher.

One result of the Benares Inspector's tour was that he found no less than 156 schools which he considered should be closed as having little more than a nominal existence, and which, with reference to the existing demand for education and the number of efficient teachers available, it was not expedient to re-establish in another village. The other Inspectors of the North-Western Provinces also refer to this subject, and in the Meerut and Agra Divisions schools have been closed. It should be noted in connection with these schools of the Benares Division that the Deputy Inspectors of both Benares and Mirzapur have been removed, their incapacity for the work having been amply demonstrated The excellent work of the Deputy Inspectors of Ballia and Azamgarh, Munshi Balkrishn Lal and Munshi Akbar Khan, deserves special remark.

Pandit Lakshmi Shankar Misra reports that he found the instruction given in arithmetic very defective, and that as a rule history, geography, and the sanitary primer are learnt by rote without intelligence. The one subject which he found well taught was Hindi. The great need in these schools is improved method in teaching. He found a large number of false registers, and in many cases boys were made to represent others absent. He considers a large proportion of the boys in the lowest class (50 per cent. of the whole) are merely nominal attendants of the schools entered by the masters to swell the rolls.

115. Mr. Lloyd, the Inspector of Schools in the Agra Division, points out in his report that the number of schools under his inspection which teach up to the upper primary standard has nearly doubled during the last seven years, and he is quite justified in stating that the range and character of these institutions are advancing and improving steadily, though of course slowly. Taking the ratios of the number of scholars in the upper primary section to the number in the lower primary section at intervals of several years, we find them as follows :—

In 1876	1 to 9
„ 1882	1 to 5
„ 1886	1 to 3 2

Moreover, in considering these figures it must be borne in mind that between 1882 and 1886 the standards of the upper and lower primary classes were raised, and they are now, Mr Lloyd thinks, as high as he would venture to raise them. The progress in the standard of tuition as shown by the above figures must be considered as eminently satisfactory. Mr. Lloyd writes : —" The teachers are not as well qualified, the boys are not as regular in attendance, and the school-houses are not as spacious or as solidly built as one would wish ; but remembering what the schools were ten and twenty years ago and knowing what they are now, I can see very distinctly that a great improvement has taken place in the character of the instruction The teachers adhere more closely to the curriculum laid down, and the boys in consequence do their work much more accurately than they used; and another fact is very observable, boys do not now hang so long in the two lowest classes, but pass through the various class standards at a much earlier age than formerly. The schools have many defects, but it ought not to be urged against them, as I have often seen it urged, that boys learn absolutely nothing, at any rate nothing useful Boys learn reading, writing, and ciphering fairly well, and that is a very useful amount of education, and all that, according to some, the State is called upon to provide." During my tour I examined many of the village schools in the principal districts of the Agra Division, choosing rather schools which were reported by the Deputy Inspectors to be in a fairly satisfactory condition, and I am able to state that I quite agree with Mr. Lloyd's opinion regarding the work that is being done by the good village schools, which are numerous in his division.

With regard to the work of the year under report, Mr. Lloyd states that he found the pupils less well prepared for his annual examinations than last year, owing to the general prevalence of sickness during the quarter preceding.

116. Mr. Deighton, who took over charge of the Rohilkhand Division for the first time in April, 1885, reports that he inspected 254 schools with an aggregate of

2,261 scholars, and expresses himself as disappointed with their condition. He formed his estimate by a comparison with the schools of the Benares Division which he inspected during the previous season. In the districts of Azamgarh, Gházipur, and Gorakhpur the schools were superior to those of most, if not all, districts of Rohilkhand: the boys were smarter and better trained, the teachers had more energy and a better notion of what a school should be. In the Rohilkhand Division he found a drowsiness, which required to be shaken off, which must be ascribed to the defective supervision of the Deputy Inspectors, of none of whom can Mr. Deighton speak highly except those of Bijnor and Sháhjahánpur. My own impression of the inferiority of the village schools in this division, derived from a comparison of those of Bareilly and Budaun with those of the Agra Division, is the same as that of Mr. Deighton.

The following valuable remarks and criticisms by Mr. Deighton point to the great need of a good system of training teachers, without which these elementary schools can never be raised to really efficient popular institutions:—

"I have already referred to the unintelligent system of examination in practice among the subordinate inspecting officers, by which I was so much struck during my recent tour. Some of these officers were of course better than others; but with the large majority of them examination was a lifeless and wooden thing, and it was lifeless and wooden not in respect to any one subject, but in respect to every subject, whatever its character. Literature, history, geography; works practical like the sanitary primer, and works imaginative such as the *Ramayana* or the *Bostan*, were all treated with a treadmill monotony that could not possibly awaken the slightest interest in the examinee, nor, I should have thought, have satisfied the dullest examiner. If it was literature, the most usual proceeding was to ask nothing more than the meaning of a string of words, the answers being received with much the same appreciation, whether they were right or wrong. The idea of trying to find out whether the boy had understood what he had been reading, whether he had any conception of the general gist of a book or a chapter of a book, whether he could accurately render a phrase or a peculiar idiom, whether on any point he had acquired information which might be of benefit to him, whether he could make use of the vocabulary he had acquired, whether, in short, he was an intelligent human being or the merest of parrots, seemed to be quite beyond the examiner's care or ability. If history is the subject, the date of a king's accession, the number of his sons, the family he belonged to, the list of names forming the dynasty of which he was a member, the battles he had fought, the misfortunes he had suffered,—such details to the ordinary Deputy Inspector constitute history. To him it is a veritable book of kings, and humanity of any lower grade seems worth no consideration. Even with this limitation, it might be expected that the examiner should direct some attention to the objects which those kings had in view, the causes which led to their battles, their treatment of their subjects, their character as men, the nature of their laws, the reforms they introduced, the sources of their wealth, their attitude towards different religions, the public works they executed, the ways in which they used their revenues, their system of government, and a hundred other topics of interest. It might also be expected that he should concern himself with things lower than the divinity of a king; that he should recognise the existence of poets, philosophers, statesmen; that he should have something to ask and to tell of the changes of various kinds that have from to time taken place in the condition of the people; that some reference should be made to the material progress of the country; that attention should be drawn to the numerous nationalities that constitute such a geographical expression as India, to the admixture of different peoples, different customs, different religions, as a result of conquests, immigrations, commerce; that something should be said of the characteristics of the inhabitants of different regions as affected by climate, by physical conformation of country, by descent; that some effort should be made to bring down history from the clouds and unreality and present it to a boy's understanding as a matter with which he has a real concern. But if history is treated in a way which looks as though the intention was to make it nauseous, I am not sure that geography does not fare worse As a rule, an examiner, when that examiner is a Deputy Inspector, is satisfied if a boy can enumerate the chief cities rivers, mountains, bays and lakes of a country: if he can also point them out on a map, the summit of excellence is reached Anything that creates an inquiring interest, anything that makes geography more than a list of names and a canvas picture, seems a matter not dreamt of in the Deputy Inspector's philosophy. What manner of men they are who inhabit the various divisions of an empire or of an hemisphere as shown in that picture matters nothing; what the race to which they belong, what the climate they enjoy, for what they are specially renowned; of what kind the products, the manufactures, the sources of wealth of a country; what the manner of life, the customs, the character of religion, the national peculiarities, the form of government, the population; whether a people is highly civilized or sunk in the lowest state of barbarism; how the shape and figure of a tract of country has been affected by the action of rivers or the convulsions of nature; from what causes one country has become commercial, another relies mostly on its manufactures, a third on its capacities for producing grain supplies—such topics, it seems, are outside the scope of examination. I am quite aware that most of the manuals in our schools are to the last degree barren, that a book like the *Áind Tárikh Numa*, or the Middle Class Geography, is but an epitomidion of an epitome, the merest scaffolding, the skeleton of a body that needs to be clothed with flesh; and for this, as for other reasons, I have often thought that no history or geography should be taught in any but the highest class of our vernacular schools. I am also aware that the ability and learning to be purchased for Rs. 8 or 10 a month cannot be of a very high order. But the Deputy Inspectors cost us a good deal more than this sum, and are or ought to be far above the capacity of the teachers whose schools they inspect. They have read and, we will hope, thought about something more than is contained in the books put into the hands of a village schoolboy; and I am convinced that if their examinations were of a more intelligent character, the teaching they test would improve proportionately. The reason why those examinations are what they are is plain. They are conducted solely with the view of writing a *kaifiyat* at the end of the day. But the Deputy Inspector should in his way be a *teacher* as well as an inspecting and reporting officer. He should by his examinations teach the masters as well as the boys To do this, however, requires some trouble. I do not expect the Deputy Inspector to be always ready without preparation to propound a number of questions that shall interest the examinee and really test his knowledge and intelligence. But I do expect him to prepare for his examinations as every lecturer prepares for his lectures, though not of course in so elaborate a way. Many years ago I remember Mr. Kempson telling me that, when Inspector, he had compiled for his own use a manuscript book of more than a thousand questions on a variety of subjects; and Mr. Lloyd, I believe, has proceeded on the same plan. If, then, men in their position and with their education thought it not beneath them to prepare in this way for the examination of a village school, it is scarcely too much to ask of a Deputy Inspector that he should go through something like the same preparation. He may not have the necessary leisure for an elaborate formality of this kind. Nor, for fear of his stereotyping his questions, is it perhaps advisable that he should go through it. But in his marches he will have constant opportunity for thinking over the subjects in which his next examination is to be held, and of framing questions that shall take his examinees out of the dull routine of a dreary manual Doing this persistently, he will before long be rewarded by the better among his teachers imitating his example so far as lies in their power; and I can even conceive the boys of a school looking forward with pleasure to an inspection in

which they will be told something new and will have an opportunity of showing their intelligence as well as their industry. Another complaint which I have to make against most Deputy Inspectors is the slovenly complacency with which they receive inaccurate answers to their questions, and the small effort they make to explain what is imperfectly understood. It seems enough to many of them that they have asked their question: whether any answer, or what kind of answer, is received matters comparatively little. No doubt by such a process they get over the ground more quickly, and Deputy Inspectors have no much time to spare. No doubt, too, such a method is a saving of trouble. But its evil effect upon both the master of the school and his pupils it would be difficult to exaggerate. We are now gradually getting a better type of Deputy Inspector, and it may be that the faults I have pointed out will not be found in them. But it is as well for them to know that their method of examination will be tested as carefully as any other detail of their work, and that proper inspection does not consist only in visiting a school, however frequently they may make their rounds."

117. An increase both in the absolute number of scholars in the upper section of the village schools of the Allahabad Division, as well as in the ratio of these to the number of scholars in the lower section, is shown in the table given in para. 110. The scholars in the upper section have increased from 4,368 to 5,480, and the ratio is now 1 scholar in the upper section to 3·3 in the lower, against 1 to 4·3, the present ratio being precisely that noticed above in the case of the schools in the gra Division. Some of this increase may be due to the cause noticed at the end of para. 109. Mr. Dodd, the Inspector, notices especially the improvement of the schools in the Fatehpur district. He found the instruction more efficient, a greater equalization of the classification, and more correct registers. Names of habitual absentees are struck off, and the actual attendance has increased. A system has been introduced into this district by which an increase of salary is given to teachers whose efficiency and usefulness is proved by the success of their schools, and this has roused old teachers to energy and attracted some good men from other divisions. The credit of the improvement is due to Munshi Pran Sukh, the Deputy Inspector, who has been aided by Mr. Growse, the Magistrate, who himself visited a majority of the schools of the district.

Mr. Dodd notices the high proportion of the scholars in the upper primary class of the 73 village schools of the Hamírpur district. Throughout the province the average number in this class in 12 to every 100 in the lowest class, and in the Allahabad Division the proportion is 14. In the schools of Hamírpur, however, we have 25 scholars in the upper primary class to 100 in the lowest—a proportion only equalled by the districts of Farukhabad, Etáwah, and Etah. The special attention of Mr. Dodd was called to this peculiarity in Hamírpur, and he has verified the accuracy of the figures during his examination of the schools. The schools have had for some years the advantage of an active supervision by the Magistrate, Mr. Twigg, who was acquainted from personal inspection with the state of most of the village schools in the district.

118. In the Oudh Division the number of scholars in the upper primary stage has increased from 9,838 to 10,273, and the proportion of the scholars to those in the lower stage from 1 to 3·6 to 1 to 3·4, almost the same proportion as that found in the Agra and Allahabad Divisions. The annual examinations in this division under the code of rules drawn up by Mr. Nesfield are now conducted very systematically. I was present at centre examinations in the Lucknow and Bara Banki districts and was much impressed by the excellence of the system. The defects, much those indicated by Mr. Deighton in his remarks quoted in para. 116 above, are such as can only be remedied by a preparatory training of teachers and the introduction of improved text-books. The general organization of the centre examinations by Munshi Ambika Prasad, Deputy Inspector of Lucknow, was admirable.

Mr. Nesfield, however, noticed in his inspection of this district a deterioration in several of the schools—a result which was distinctly brought out, moreover, by the Deputy-Inspector himself in his annual examinations. In September and October there was much sickness among the children, and the schools were but thinly attended. But the deterioration must, no doubt, be partly ascribed to the absence of Munshi Ambika Prasad from his district. He returned only in August, and during the important months of November and December was much occupied in collecting the educational exhibits for the Colonial Exhibition in London—a duty which, I should note, he performed excellently. Mr. Nesfield also points out that the rule which compels the Deputy Inspector to attend the monthly meetings of each of the local or tahsíli boards is very detrimental to his proper work. I agree with the Inspector that no advantage accrues from this practice to compensate for the loss of his supervision over explain the work of the schools.

The inspection of the Bara Banki schools did not give a satisfactory result, but here, too, the Inspector notices that there was much sickness during the rains. The former Deputy Inspector, Abdul Jalil Khan, left the district in August, and his permanent successor did not take over charge until January. These causes, no doubt, the deterioration noticed.

Mr. Nesfield himself examined a large number of the schools in the Unao district and notices the excellent progress they have made under the management of the

Deputy Inspector, Pandit Kesho Prasad. This officer is one of the ablest and most zealous Deputy Inspectors of these provinces. He examined a school in my presence and did it in a very efficient manner. The school was especially noticeable for the excellence of the appliances and the general appearance of good discipline and management among the boys.

Mr. Nesfield's inspection of the Sitapur district showed that at least 12 of the schools were badly conducted and that the teachers generally were underpaid. It is evident that there has been an attempt made to maintain more schools than the funds admit of, and that the abolition of some of the worst schools with a view to obtaining the means of increasing the salary of the teachers in those which are to be maintained would be an improvement.

The same defect was found by Mr Nesfield in the Hardoi district, and he devoted much time to its re-organization. This district had the misfortune to be long in the charge of a Deputy Inspector of a most inefficient type who retired last August As long as he was in charge the Inspector considered it useless to endeavour to place the schools upon a more satisfactory footing, and its schools remained more numerous and worse than those of any district in Oudh. The upper primary class numbered but 9 scholars to 100 in the lowest class, the average for Oudh being 14. The method of inspection of the late Deputy Inspector is thus described by Mr. Nesfield, and I fear we have still many more to whom the description would apply :—"His sole idea of school management was to stride over fields and roads, some 30 to 40 miles a day, to make a rapid inspection of some 3 or 4 schools, to reduce the teacher's pay to a pittance that scarcely sufficed to keep body and soul together, to patronize uncertificated in preference to certificated and abler men, to keep up the largest possible number of schools at the lowest possible cost, and to write a few superficial and pointless remarks in the visitors' book, without stopping to see whether his last orders had been complied with, or to take any serious and well-considered steps for putting things on a better footing."

Mr. Nesfield spent the whole of February in the district, occupied in re-organizing the village schools. He found the number of schools too large for the income available for their support, and 14 have accordingly been abolished by the Board. He has also made arrangements to improve the teachers by passing them through the normal school course.

In the *Kheri* district 14 schools were inspected by Mr. Nesfield, and he mentions having found two so bad that he recommended their abolition. The school near Aurangabad is reported to be one of the largest and best in Oudh. Generally, the management of the Deputy Inspector, Maulvi Muhammad Sajjad, has been successful.

In the Gonda district the number of schools has been increased by the establishment of certain special schools for the education of the sons of Barwars, a tribe of hereditary thieves. These schools are said to have been attended with some success under the management of the Deputy Inspector, Pandit Jugal Kishor. The state of the remaining districts of Oudh is reported as favourable.

During the year Mr. Nesfield introduced a Code of regulations for the management of the Deputy Inspectors' offices, which have now for the first time been placed on a uniform basis throughout Oudh. A meeting of the principal Deputy Inspectors was held during Christmas week for the consideration of points connected with this subject.

119. No special remarks regarding the village schools in the Jhánsi and Kumaun Divisions are called for: they remain much as last year.

Aided Vernacular Primary Schools.

120. The schools of this class aided by the Department through the District Boards numbered this year only 57, with an average attendance of 1,772 scholars, giving an average of 31 scholars to each school. These institutions are mostly branches of missionary schools and vary much in number from time to time. The supervision over these schools is almost entirely in the hands of the Deputy Inspectors of Schools, and is susceptible of much improvement. A system of payment by results, instead of the usual fixed grant, was applied last season to some schools of this class in Rohilkhand. The schools are in connection with the Mission of the American Methodist Episcopal Church at Moradabad. The Board of Education of the Society report that they consider "the system of grant-in-aid as adopted in the small schools of Rohilkhand on the basis of results in examination will issue in great good," and they suggest that, as far as convenient, the system be extended to other schools in place of the allotment of a fixed grant. It is premature yet to report on the system, which, however, it is hoped, may admit of extension to indigenous schools as well as to other schools under the missionary societies.

General Statistics of Primary Schools.

121. The following is a general statement of the primary education of native boys during the last two years:—

Public Primary Schools for Native Boys.

	Number of institutions.		Number of scholars.		Expenditure. From public revenue.		Municipal funds.		Fees.		Endowments, &c.		Total.	
	1885.	1886.	1885	1886.	1885.	1886.	1885	1886.	1885.	1886.	1885	1886.	1885.	1886.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	4,998	4,915	168,069	169,687	4,94,860	4,89,288	21,407	19,074	4,453	3,739	2,710	3,605	5,23,430	5,14,706
Aided ...	115	93	6,409	4,964	24,217	17,270	3,494	5,396	10,864	4,749	21,038	19,803	69,613	47,218
Unaided ...	36	46	1,311	1,607	...	...	...	...	357	421	8,727	7,649	9,084	8,070
Total ...	5,139	5,054	176,389	176,258	5,19,077	5,06,558	2,4901	24,470	15,674	8,909	51,475	30,057	6,02,127	5,69,994

The difference in the figures for aided primary schools is due mainly to the classification of many schools among the secondary institutions and to the change in the distribution of some grants. If we take the figures for the aided primary and secondary schools together we have:—

	Number of schools.	Amount of grants.
		Rs.
1885	191	1,59,257
1886	185	1,55,838
Difference	—6	—3,419

See para. 4.

SECTION V.—SCHOOL EDUCATION—SPECIAL.

Normal Schools.

122. No change in the constitution or management of the ten normal schools was introduced during the year, though in August a conference was held by the Inspectors of Agra, Oudh, and Allahabad, and Professor Hill, with a view to the improvement of these institutions. The scheme drawn up by those gentlemen, however, was left in abeyance owing to the necessity of restricting expenditure. It will be taken up when the state of the finances is more favourable.

The following abstract shows the work of the year:—

Abstract of Results of Examination of Normal Schools, 1886, North-Western Provinces and Oudh.

School.	Number of candidates examined.	Number passed. First class.	Second class.	Total.	Number failed in Language.	Mathematics.	History and Geography.	Art of teaching and Physical Science.
Normal School, Meerut	102	22	11	33	40	59	55	48
Ditto, Agra	42	35	7	42	...	...	...	...
Ditto, Bareilly	90	21	32	53	23	17	18	26
Ditto, Allahabad	58	25	20	45	3	5	7	13
Ditto, Benares	41	20	14	34	1	7	4	...
Ditto, Jhánsi	11	4	3	7	1	4	1	1
Ditto, Lucknow	31	...	7	7	13	24	18	6
Ditto, Sitapur	39	3	9	12	8	21	16	3
Ditto, Gonda	31	2	22	24	1	4	4	4
Ditto, Rae Bareli	35	1	6	7	11	26	10	7
Total ...	480	133	131	264	101	167	133	108

The examination of each school is conducted by the Inspectors independently of one another, so that there is necessarily some difference in the standards. We find

accordingly that of the 136 pupil-teachers examined by the Oudh Inspector, only 50, or 37 per cent., were qualified, while the Inspector of the Agra Division certified every one of his 42 candidates. Similarly the Inspector of the Meerut Division passed only 33 out of 102, while in the Allahabad Division 78 per cent. were passed, and in the Benares Division 83 per cent. The result of the examination of the pupil-teachers of the Lucknow Normal School was extremely unsatisfactory: out of 31 no less than 24 failed in Mathematics. The irregularity in these results point to the need of a provincial standard for these schools.

In the case of the normal schools of Oudh, it should be noted that as the students are required to take up both forms of the vernacular, the difficulty of passing the examination is greater than in the North-Western Provinces. The number of failures that occur every year is ascribed to the difficulty presented by the second language. It certainly is, as Mr. Nesfield remarks, a considerable artificial difficulty thrown in the way of popular education, that "two vernaculars possessing characters so entirely different as the Persian and Nagri should be so widely current in Upper India. There is scarcely a village in which the residents all write the same character, and hence there is much to be said in defence of those who, in order to put an end to this discrepancy, and thus to silence the conflicting but irreconcileable claims of Urdu and Nagri, would supersede both of the vernacular characters by the substitution of the Roman character in their place."

123. The only normal classes under the Department for women were at Pihani in the Hardoi district and at Misrikh in Sitapur. In each of these there were two pupil-teachers only under instruction. One teacher was, however, sent out for employment during the year. But Mr. Nesfield notes that the female schools in Lucknow under Miss D'Abreu supply the want to some extent, and stipends are given to girls who are likely to become teachers after leaving school. Arrangements are also made at the Lal Bagh Girls' School, under the American Mission, and the Sigra School, belonging to the London Mission at Benares, for training women as teachers. But, as Mr. Nesfield remarks, "there cannot be much demand for female normal schools until there is a brisker demand for female education itself, and until a higher degree of success has been obtained than the customs of the country would warrant to expect within the near future."

It should be noted here that in last year's returns the secondary school for girls at Sigra abovementioned was classed as a *special* school because it professes to train some girls to be teachers. This year it has been included among the secondary schools. As the annual grant for this institution amounts to Rs. 2,400, there is a diminution of the expenditure under the head of Aided Normal Schools to this amount.

124. The following is a comparative statement of the statistics of these schools for the last two years:—

Special Schools for Men.

	Number of institutions.		Number of students.		Expenditure.									
					From public revenues.		Municipal funds.		Fees.		Endowments, &c.		Total.	
	1885.	1886.	1885.	1886.	1885.	1886.	1885	1886.	1885.	1886.	1885.	1886.	1885.	1886.
					Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	21	29	956	1,245	48,639	51,521	...	...	947	2,486	142	15	49,728	54,022
Aided ..	2	3	63	157	1,200	1,200	...	60	...	147	1,818	2,477	3,018	3,884
Total...	23	32	1,019	1,402	49,839	52,721	...	60	947	2,633	1,960	2,492	52,746	57,906

Of these special schools 11 in 1885 and 19 in 1886 were schools for patwáris, which, though examined by the Deputy Inspectors under this Department, are managed by the Department of Agriculture and Commerce.

Two of the aided special schools are the normal school in connection with the American Mission at Bareilly and the Christian school at Gorakhpur, where children are taught boot-making and field-work at the Church Mission establishment. The third school is the Orphans' Asylum at Benares, maintained by subscriptions and a municipal grant of Rs. 60. It is under the management of a Hindu gentleman.

SECTION VI.—EDUCATION OF NATIVE GIRLS.

Schools maintained by District Boards.

125. The education of girls in schools under the Code of regulations for European schools is dealt with under Section VII. The following comparative statement is for *public elementary schools for girls (vernacular)* :—

Year ending with 31st March.	Number of schools.	Number of scholars in class III.	Number of scholars in class IV	Number of scholars in class V.	Total scholars.	Total expenditure.	Cost per scholar.
						Rs.	Rs.
1886	170	31	188	261	3,796	18,153	4·7
1885	169	41	143	363	3,860	17,847	4·6

The attendance in classes VI. and VII., the nursery classes, cannot be taken into account, as it is impossible to say how far the instruction in these classes is genuine. Taking the remaining three classes, we find there has been, on the whole, a decrease of 67 scholars. The other statistics of the two years are almost identical. The statistics for each division are given in the following abstract It will be seen that it is only in the Oudh, Agra, and Rohilkhand Divisions that any large number of girls progress beyond the extremely elementary instruction of class V.

Public Elementary Schools for Girls (Vernacular).

Division.	Number of institutions.	Number in class III.	Number in class IV.	Number in class V.	Total scholars.	Total expenditure.	Cost per scholar.
						Rs.	Rs.
Meerut	18	...	5	13	360	1,843	5·1
Agra	31	...	45	69	656	2,349	3·5
Rohilkhand	40	11	43	82	963	4,076	4·2
Benares	17	3	9	10	371	2,017	5·4
Allahabad	9	...	7	16	150	846	5·6
Jhánsi	2	...	...	5	49	277	5·6
Kumaun	4	...	1	...	147	424	2·8
Oudh	49	17	78	64	1,100	6,321	5·7
Total ...	170	31	188	261	3,796	18,153	4·7

126. Of the eighteen public elementary schools for girls in the Meerut Division, four are in the Bulandshahr district and ten in Aligarh. With regard to the former the Inspector reports that many of the girls, though entered as present from day to day, were found never to attend the schools, and the names of some of them still appeared in the registers, although they had left for their husbands' houses months, and in a few cases years ago. The Inspector remarks on the incompetence of the mistresses and states it as his opinion that the Deputy Inspector ought to have recommended the closing of the schools long ago. With regard to the ten Aligarh schools, the Inspector reports that three of them existed on paper only, but that some of the others were found to be doing fairly. He shows, however, that of the 187 girls enrolled in these schools, only five are in the upper primary stage.

127. Mr. Lloyd reports generally that the 31 public elementary schools for girls in the Agra Division are in an unsatisfactory state. Very little is taught in them and no progress is made, and all the attempts at educating girls through these schools he considers to be very disappointing.

128. Mr. Deighton considers there is not a single important school of this class in his division, although he returns no less than 40 in existence. The following extract, however, from a report by Mr. Nugent, Officiating Magistrate, on a girls' school maintained by the municipality at Pilibhit, is more hopeful :—"Present, 43 girls out of 62, of whom 19 were behind the *parda*. It is the only good girls' school I have seen in these parts. The girls are all Musalman. Nearly all the girls' fathers are in trade. The mistress . . . is not, as I have generally found to be the case, the sister or cousin or aunt of the zemindar in whose house the school assembles, and who derives the additional advantage of getting rent enough for the veranda to pay for the whole house. The school is really a *bonâ-fide* one and reflects great credit on all concerned."

129. Regarding these schools in the Allahabad Division, Mr. Dodd reports that they are all more or less unreal: names are borne on the rolls for absurdly long periods, and the girls never appear at any examination and are accounted for as *parda-nashin;* pupils seldom get beyond the two lowest classes, and the very little learnt is of no use to them. "People generally decline to allow their girls to read under the tuition of men, and most of the female teachers who have been obtained have not proved satisfactory in morals. Indeed, the only good and at all successful female teacher in Cawnpore is a young woman who was educated in a *halkabandi* boys' school." The girl is a Rajput of respectable connections, and arrangements have now been made to allow her a stipend and give her the education she desires in the secondary stage.

130. Pandit Lakshmi Shankar Misra states that he was satisfied with what he saw of these schools in the districts of Benares and Mirzapur.

131. Of the 49 schools in the Oudh Division, 11 are in Lucknow and under the supervision of Miss D'Abreu, Deputy Inspectress of Girls' Schools. Mr. Nesfield reports well of their efficiency, which is due to the care bestowed upon them by Miss D'Abreu. He states that they have supplied the mission schools with several teachers. In other Oudh districts the Inspector found some good work being done by these schools.

132. Munshi Sohan Lal, the Inspector of the Jhánsi Division, reports that both the schools in his division are doing badly, and considers that they are a useless expense.

133. The efforts that have hitherto been made to spread education among women by means of these schools, maintained from district funds, have almost completely failed, and it will be for the district boards, who are now responsible for the maintenance of these institutions, to consider whether they should not withdraw aid entirely from institutions from which no adequate return is forthcoming, and which from their ill-success rather tend to check than further the education of women.

Aided Schools for Native Girls.

134. The following are the statistics of the *aided* schools of the same class :—

Primary Schools for Girls (Vernacular) aided by the Department or District and Municipal Boards.

Year.	Number of institutions.	Number of scholars.			Expenditure.				Cost per scholar.
		In upper primary stage.	In lower primary stage.	Total.	From public funds.	Municipal funds.	Other sources.	Total	
					Rs.	Rs.	Rs.	Rs.	Rs.
1885	136	196	3,966	4,162	15,295	733	27,568	43,596	11·2
1886	158	210	4,302	4,512	19,574	1,130	34,532	55,236	12 3

There has been a slight increase in the number of the scholars who have reached the upper primary stage, but the proportion to those in the very lowest stage of instruction is not perceptibly improved—to every 100 girls in the lower primary stage we still have but five in the upper primary.

There has been an increase in the expenditure from public funds on these aided schools, and a considerable increase in the expenditure from private sources,—chiefly from the funds of the various missionary societies.

The very high cost per head of the girls in these schools, compared with that shown for the schools under public management, is due to the charges on account of the superintendence of the ladies connected with missionary societies.

135. There were also eight schools of this class in which some English instruction was given to 718 girls, of whom 98 were in the upper primary section. The total expenditure in these schools was Rs. 13,427, or Rs. 21 per scholar. Last year the statistics of these schools were included with those of primary schools for Europeans, and consequently no comparison can be made. One of these institutions, the Bengali Girls' School at Lucknow, Mr. Nesfield reports to be one of the best primary girls' schools he has seen in this part of India. The others are maintained by the various missionary bodies for the education of Christian girls. The chief of these is the Christian Orphanage at Agra, which receives a grant of Rs. 100 a month, and

is doing excellent work. The education given to the girls in this institution comprises reading and writing Urdu, with a little Hindi if the girls wish, arithmetic up to the compound rules and easy rule of three, and a little geography. A few of the girls, however, go through a preparatory course for the secondary school at Sigra, Benares, where 14 orphan girls from this institution are now being educated. Much needle-work, knitting, &c., is also taught in the school, and the elder girls receive some instruction in household matters. Mr Lloyd mentions that out of eight aided schools for girls on the estates of the Raja of Mainpuri, only three now remain—all, he considers, very poor and inefficient. They have no one to look after them but the Deputy Inspector, who considers them, *even as Girls' Schools*, in a very low and unsatisfactory condition.

136. In the Rohilkhand Division Mr. Deighton found the girls' schools under the American missionary societies doing excellent work, and recommends that all possible assistance should be given them.

137 Miss D'Abreu reports a marked improvement in the condition of the aided schools in Lucknow, and notes that out of a roll of 286 no less than 252 girls are Muhammadans.

Secondary Schools for Girls.

138. Omitting the schools for Europeans, we returned last year five schools of this class, against nine this year. This increase is due to the addition of two branches to the Almora mission schools, to the recognition of the Girls' Boarding School at Moradabad as a secondary school, and the transfer of the Girls' School at Sigra (Benares) from the heading "special school" to this class, to which it was found properly to belong.

I give below the full statistics for these schools. They form the nucleus of a system of secondary education for girls which, with the increased care now bestowed upon the education of the Native Christian community, will, I think, develope into an important educational factor.

Secondary Schools for Girls under Private Management.

Class of institution.	Number of institutions.	Scholars.							Expenditure.				
		High stage		*Middle stage.*		*Upper primary stage.*							
		Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Total.	Public Revenues.	Fees.	Other sources.	Total.	Cost per scholar.
									Rs.	Rs.	Rs	Rs	Rs.
1. A.-V. School, Lalbagh ...	1	9	7 7	24	20·6	25	21·5	116	1,200	333	2,631	4 164	34 1
2 A. P. Boarding School, Dehra	1	6	6·1	16	16 4	24	24·7	97	1,800	740	3,963	6,503	69·9
3. Girls' Orphanage School, Bareilly.	1	...	..	23	8 4	61	22·4	272	2,400	...	3,477	5,877	21·0
4 Female Boarding School, Sigra	1	2	1 9	13	12·8	31	30·6	101	2,400	520	3,194	6,114	65·0
5-7. Mission Schools, Almora	3	5	7 3	3	4·4	14	20 5	68	...	...	1,500	1,500	22 0
8. Girls' Boarding School, Moradabad.	1	...	..	15	13·8	29	26·8	108	720	...	1,500	2,220	20 1
9 Chopra Mission School ..	1	...	.	10	20·4	6	12·2	49	540	...	540	1,080	23 4
Total ...	9	22	2 7	104	12·8	190	23 4	811	9,060	1,593	16,805	27,458	33·8

The most advanced of these schools is undoubtedly the Lal Bagh School at Lucknow, which has nine girls in the high stage and 24 in the middle stage, and has succeeded this year in passing two of its scholars at the entrance examination of the Calcutta University. Of the 116 scholars in this school, however, 44 are returned as Eurasians, the rest being Native Christians. In the Dehra school all the scholars but seven are returned as Native Christians Three girls from this school attempted to pass the entrance examination this year, but failed.

139. The excellent boarding school for Christian girls at Moradabad, under the management of Mrs. Parker, deserves special notice. The institution belongs to the American Methodist Episcopal Church Mission, whose primary schools are now

scattered throughout Rohilkhand. Girls in the primary schools who show any special aptitude for learning are removed to the central boarding school at Moradabad and educated up to the middle vernacular standard and given instruction in domestic economy. The whole of the household work is, as far as possible, performed by the girls themselves under the supervision of Mrs. Parker and the ladies of the mission. I was much struck with the intelligent and well-cared-for appearance of the girls and with the method and orderliness which prevailed throughout the institution. Mr. Deighton writes that he was especially pleased with this school. The influence of this excellent institution is now spreading beyond the circle of the Native Christians, and young ladies from respectable families in Moradabad attend as day-scholars, and doubtless derive much benefit from their intercourse with Mrs Parker and the devoted ladies who assist her. At present the best work which is being done in the cause of education of women in these provinces is to be found in these schools, and we must apparently look, for some time yet, to them as the chief means of its extension. It should be noted however that, as reported by Mr. Lloyd, early marriage is almost as great a preventive to secondary education among Native Christian girls as it is among natives of other religions.

140. From the above summary it appears that the vernacular *primary* schools for girls maintained by the District Boards out of public funds are doing little or no work, and are condemned as ineffective and unreal by all the Inspectors except Mr. Nesfield, who has found a few doing well. Among the aided schools of this class we find education almost stationary, large numbers of girls nominally learning, but only five in every 100 getting beyond the lowest classes In the Lucknow district, where the schools have the advantage of the superintendence of a special Inspectress, some advance is, however, noticed. It is only in the schools of the Anglo-vernacular class and a few missionary middle schools for Christian girls that any amount of real work is being done. Among these we have some excellent institutions, from which we may hope to obtain educated native women who will become the chief instruments of extending instruction among their fellow-countrywomen. It is clear that efforts to extend education among the people, until we have trained female teachers available to put in charge of the schools, will be attended with little or no success. At present the best course will be to aid the schools managed by ladies connected with missionary societies.

SECTION VII.—EDUCATIONS OF SPECIAL CLASSES.

Muhammadans.

141. No special arrangements are made in these provinces for the education of Muhammadans The annexed comparative statement of the races and creeds of the scholars in our public schools will show that they now attend in fair proportion:—

Statement of Race and Creed of Scholars in Public Schools on 31st March, 1886.

MALES.

Race or creed,		In colleges.	In secondary schools.	In primary schools.	Total.
Hindus	1885 ...	885	46,075	157,460	204,420
	1886 ...	963	47,279	152,231	200,473
Muhammadans	1885 ...	126	13,555	26,459	40,140
	1886 ...	125	13,898	24,821	38,844
Native Christians	1885 ...	7	861	873	1,741
	1886 ...	12	954	605	1,571
Europeans and Eurasians	1885 ...	22	931	468	1,421
	1886 ...	21	1,000	163	1,184
Others	1885 ...	1	51	136	188
	1886 ...	...	14	34	48
Total ...	1885 ...	1,041	61,473	185,396	247 910
	1886 ...	1,121	63,145	177,854	242,120

FEMALES.

Race or creed.		In secondary schools.	In primary schools.	Total.
Hindus	1885 ...	34	4,914	4,948
	1886 ...	40	5,111	5,151
Muhammadans...	1885 ...	...	2,969	2,969
	1886 ...	...	3,068	3,068
Native Christians	1885 ...	541	1,146	1,687
	1886 ...	727	1,041	1,768
Europeans and Eurasians	1885 ...	776	124	900
	1886 ...	901	173	1,074
Others ... ... 1885 ...		3	2	5
Total ...	1885 ...	1,354	9,155	10,509
	1886 ...	1,668	9,393	11,061

The above statement shows that the total number of the Hindus and Muhammadans attending our public schools has varied but little since last year. The diminution of the numbers in the primary schools is due, no doubt, to the general sickness to which the Inspectors of Meerut, Agra, and Oudh refer in their reports. The secondary schools, situated chiefly in the towns, show an increased attendance of both classes, the rate of increase being 2·5 per cent in each case. In the colleges the number of Muhammadans has remained stationary, whereas the number of the Hindu students has increased from 885 to 963. The difference in the figures for the Europeans and Eurasians is due to a re-classification of the schools frequented by these classes, which have this year for the first time been placed under a special Code.

The total number of Europeans and Eurasians returned in public schools was 2,321 last year against 2,258 this.

Wards' Institute.

142. A special institute for the residence of wards attending the college was opened this year at Agra. It is under the Court of Wards (Board of Revenue), not this Department.

Schools for Europeans and Eurasians.

143. The special schools for Europeans and Eurasians were this year brought under the *Code of Regulations for European Schools* issued by the Government of India under Resolution No. $\frac{4}{145-55}$ of 9th June, 1885. Mr. Constable, the Inspector of Schools in the Meerut Division, was appointed a sa Special Inspector of these schools throughout the province, an Assistant Inspector being placed under him to inspect the vernacular schools of the Meerut Division.

The Code of Regulations is mainly on the lines adopted by the Education Department in England for the distribution of its grants-in-aid, and the guiding principle is that known as payment by results. The *attendance* grant consists in a fixed rate payable for every scholar in average attendance, without any reference to the quality of the instruction given. An *instruction grant* is given for each scholar who passes in one of the seven standards into which the school course is distributed, a certain sum being earned by passing in the *elementary* subjects, that is, in reading, writing, and arithmetic; a further sum by passing in *class* subjects, that is, in English literature, history, geography mathematics, elementary science, and needle work, and an additional sum by passing in the *special* subjects, *viz.*, an Indian or European language, botany, or drawing. Grants per scholar are also allowed for discipline and organization, (2) for singing, (3) for drill, (4) for object lessons, and (5) for boarders, the amount within the maximum being determined by the opinion which the Inspector forms of the efficiency or otherwise of the school. Thus the grant payable to each school is made to depend upon the number of the scholars and the efficiency of the instruction.

144. As the grants to these schools had been originally made with but slender reference to these details, and remained fixed while the school itself advanced or declined, it was to be expected that the introduction of the Code would cause a considerable change in the redistribution of the grants. To prevent any too sudden reductions, many schools were allowed to draw much higher grants than they earned under the Code, it being understood, however, that the relaxation of the conditions was for the year only, and that the Code would be fully enforced next year.

145. The schools are placed in three classes—the primary schools, in which there was no standard above the Fourth, the middle, in which the highest standard was the Seventh, and the high schools in which the Inspector found scholars preparing for matriculation. The high standard of the Code has not yet been adopted by any of the schools, and consequently no grants were earned under article 28. But in lieu of this, grants were made to the high departments at the following rates :—

	Rs.
To schools with an average attendance of from 5 to 9 scholars in the high stage ...	600
Ditto ditto from 10 to 14	720
Ditto ditto from 15 and upwards	840

146. The general financial result may be seen from the following abstract :—

	Former grant.	Revised grant.	Incidence per scholar of former grant.	Incidence per scholar of revised grant.
	Rs.	Rs.	Rs.	Rs.
Boys.				
High	28,680	24,131	47 8	40·2
Middle	10,920	9,425	28·2	24 3
Primary	6,480	6,900	25 7	27 4
Total ...	46,080	40,456	37 2	32 7
Girls.				
High	8,400	7,406	46·7	41 1
Middle	18,516	16,197	43·1	37·1
Primary	360	664	14 4	26 6
Total ...	27,276	24,267	42 9	38·2
GRAND TOTAL ...	73,356	64,723	39·1	34 5

Thus the grants to these schools have been reduced by Rs 8,633. The primary schools alone have gained anything ; all others have received diminished grants. The introduction of this system has produced a considerable reduction ; but from what I have seen of the working of the Code, I think the grants which can be earned under it are ample for the support of these schools, and its application has appeared harsh only in the case of those schools which had been receiving aid quite out of proportion to the amount of work they were doing, for example the Canning Girls' School at Agra, in which the old grant was at the rate of Rs. 122 per scholar, the average incidence in schools of the class being only Rs. 43.

147. The following abstract gives the general figures for the attendance at these schools. In some of the girls' schools boys also attend, and *vice versâ*.

Distribution of Scholars in European Schools.

Class of school.	Number of schools.	Average daily attendance.					Number presented for examination in each standard.							
							Primary.				*Middle.*			
		In high stage.	Middle stage.	Primary stage.	Infants.	Total.	I.	II.	III.	IV.	V.	VI	VII	Total.
Boys' Schools.														
With scholars in high stage...	7	60	186	326	28	600	42	78	78	109	78	49	42	476
Middle schools ...	9	...	75	218	94	387	31	66	66	45	53	13	10	284
Primary " ...	11	...	...	164	88	252	71	45	50	42	.	...	...	208
Total ...	27	60	261	708	210	1,239	144	189	194	196	131	62	52	968
Girls' Schools.														
With scholars in high stage	2	14	43	104	19	180	38	21	27	28	20	14	6	154
Middle schools ...	8	...	103	293	34	430	56	72	105	101	43	51	18	446
Primary " ...	1	...	..	18	7	25	6	8	8	..	...	...	...	22
Total ...	11	14	146	415	60	635	100	101	140	129	63	65	24	622
GRAND TOTAL ...	38	74	407	1,123	270	1,874	244	290	334	325	194	127	76	1,590

NOTE — Standard I. is the lowest standard. All scholars below standard I. are classed as infants.

The progress made from year to year will be shown by the increased number of the scholars classed in the secondary stages : at present out of 1,590 scholars in the standards only 76, or less than 5 per cent., have reached the highest form of the middle stage. The falling off in the numbers in the highest form of this stage is very sudden.

148. The new Code is under trial, and whether or not it will prove a success cannot be decided from the experience of the first year of its working, when its provisions have been considerably modified in the final allotment of grants. But the tendency of the system is undoubtedly to improve the instruction in the schools by prescribing for them definite standards and tests and giving a strong stimulus to improved teaching. Generally the system has been acceptable to the managers and head-masters of schools, though in the cases of the schools which have hitherto received disproportionate grants complaints of the curtailment of their resources have of course not been wanting.

149. With regard to the high departments of these schools, for which liberal grants are provided under article 28 of the Code, Mr. Constable points out that high departments consisting of three or four scholars cannot remunerate the managers for the additions to the staff. A high department, however, of some fifteen scholars, he thinks, might be maintained ; for, if two of them passed in all the compulsory subjects, three of them in four, and four in three, the yearly grant payable would be Rs. 1,000, and this result, he considers, may be fairly expected from a well-conducted high department.

150. Before leaving the subject of these 38 special schools, it will be of interest to show the total expenditure incurred upon them and the proportion of this met from State funds. The expenditure as returned by the Inspector of European Schools is as follows :—

	Rs.	Per cent.
From endowments	1,50,513	45
" fees	1,11,622	33
" subscriptions	4,647	1
" municipal funds	3,680	1
Total from private resources	2 70,462	80
State grant	64,723	20
Total	3,35,185	100

Taking the average attendance in these schools as 1,874, we have an average annual cost of Rs. 179 per scholar, or nearly Rs. 15 a month. Of the total expenditure, 80 per cent. is derived from endowments, fees, and voluntary contributions, and the remaining 20 per cent. from State and municipal funds.

151. As a knowledge of the detailed results of the Inspector's examinations is of importance to the managers of these schools, I have printed in appendix IX four tables giving the principal statistics for each school separately.

E. WHITE,

The 2nd October, 1886. *Director of Public Instruction, N.-W. P. and Oudh.*

APPENDICES TO REPORT ON PUBLIC INSTRUCTION FOR 1885-86.

I.—Result of the Calcutta University Entrance Examination of 1886.

II.—Result of the Middle Examination, 1886, Anglo-vernacular Branch.

III.—Result of the Middle Examination, 1886, Vernacular Branch.

IV.—Circular on the inspection of Zila Schools.

V.—Inspectors' statistics of Zila Schools under above Circular.

VI.—Circular on the inspection of Aided Anglo-vernacular Schools.

VII.—Classification of scholars in the *tahsili* or town schools.

VIII.—Classification of scholars in the *halkabandi* or village schools.

IX.—Four tables giving the statistics of schools under the Code of Regulations for European Schools.

APPENDIX No I.

Results of the Calcutta University Entrance Examination, 1886.

District.	Number of candidates.	Number passed. Division I.	Division II.	Division III.	Total.	Percentage of total passes.
A.—Government Schools.						
Meerut	11	...	2	2	4	36 4
Aligarh	13	1	6	...	7	53·8
Muttra	10	...	2	...	2	20
Etáwah	13	...	4	2	6	46 2
Moradabad	17	3	3	4	10	58 8
Bareilly	29	1	9	5	15	51·7
Sháhjahánpur	9	...	1	1	2	22·2
Allahabad	45	4	10	8	22	48 9
Cawnpore	9	...	1	...	1	11 1
Bánda	4	1	1	...	2	50
Jaunpur	4	...	1	...	1	25
Benares	40	3	10	7	20	50
Mirzapur	7	1	1	1	3	42·9
Bara Banki	9	...	2	1	3	33·3
Unao	9	...	2	2	4	44 4
Sitapur	6	...	2	...	2	33·3
Kheri (Lakhimpur)	7	...	...	1	1	14·2
Hardoi	10	...	2	1	3	30
Fyzabad	14	...	5	2	7	50
Gonda	7	...	1	...	1	14·3
Bahraich	4	...	3	...	3	75
Rae Bareli	8	...	1	...	1	12 5
Sultanpur	9	...	5	1	6	66·7
Partabgarh	7	1	2	2	5	71·4
Total ...	301	15	76	40	131	43 5
B.—Aided Schools.						
Agra College	40	1	5	4	10	25
Jai Narain's College, Benares	3	...	1	...	1	33 3
London Mission College School, Benares ...	13	...	2	2	4	30 8
Bengali Tola Preparatory School, Benares ...	5	...	2	...	2	40
St. John's College, Agra	12	1	2	...	3	25
Victoria College, Agra	5	...	3	...	3	60
St. Peter's College, Agra	3	1	1	...	2	66 7
M. A. O. College, Aligarh	39	3	5	7	15	38·5
Christ Church School, Cawnpore	7	...	...	...	...	...
Memorial School, Cawnpore	5	...	1	...	1	20
Boys' High School, Allahabad	4	1	1	...	2	50
Girls' High School, Allahabad	2	1	...	...	1	50
London Mission High School, Mirzapur ...	8	...	...	...	...	...
Church Mission School, Jaunpur	6	1	...	...	1	16·6
Victoria School, Gházipur	16	...	2	1	3	18·8
Mission High School, Gházipur	14	...	2	3	5	35 7
Ditto, Azamgarh	5	...	1	...	1	20
Ditto, Gorakhpur	18	...	3	...	3	16·7
Ditto, Meerut	4	...	1	1	2	50
Ditto, Almora	11	...	1	...	1	9
Ditto, Dehra Dún	1	...	...	...	...	...
Ditto, Sahárunpur	4	...	1	...	1	25
Ditto, Mainpuri	3	...	...	...	...	...
Diocesan Boys' School, Naini Tal	4	...	...	...	...	...
Ditto Girls' School, ditto	2	...	1	...	1	50
St. George's College, Mussoorie	9	3	2	1	6	66 7
Training School, Dehra Dún	3	...	...	1	1	33 3
American Mission School, Allahabad ...	9	...	1	1	2	22 2
St. Fidelis' School, Mussoorie	2	...	...	1	1	50
Girls' High School, Cawnpore	7	2	1	...	3	42 9
Anglo-vernacular School, Ballia	7	...	3	1	4	57·1
Canning College, Lucknow	37	5	7	3	15	40·5
Lyall College School, Balrampur	3	...	...	1	1	33 3
Church Mission School, Lucknow	6	...	...	...	...	...
A. M. Centennial School, Lucknow	12	...	...	...	...	...
Girls' High School, Lal Bagh, Lucknow ...	2	1	1	...	2	100
Girls' Boarding School, Dehra	3	...	...	...	...	...
Total ...	334	20	50	27	97	29
C.—Unaided Schools.						
Kuch Behar Training School, Benares ...	9	...	...	...	...	...
Mussoorie School	4	3	...	...	3	75
Kayastha Pathshala, Allahabad	8	...	1	1	2	25
Mission School, Farukhabad	5	...	...	1	1	20
Total ...	26	3	1	2	6	23 1
D.—Other Candidates.						
Private candidates	58	...	1	3	4	6 9
Grand Total ...	719	38	128	72	238	33·1

APPENDIX No. II.

Result of the Middle Class Anglo-vernacular Examination, 1886.

Division.	District.	Number of candidates examined.	Passes. Division I.	Division II.	Division III.	Total.	Percentage.
	I.—Government Schools, A.						
Meerut	Saháranpur	12	3	6	...	9	75
	Muzaffarnagar	5	...	3	1	4	80
	Meerut	22	3	6	1	10	45·4
	Bulandshahr	13	2	4	1	7	53·8
	Aligarh	19	6	8	2	16	84 2
	Total	71	14	27	5	46	64·9
Agra	Muttra	35	2	12	4	18	51 4
	Farukhabad	15	2	4	5	11	73 4
	Mainpuri	16	...	11	4	15	93·7
	Etáwah	46	2	12	5	19	41·3
	Etah	9	1	3	5	9	100
	Total	121	7	42	23	72	59·5
Rohilkhand	Bijnor	13	...	3	1	4	30 7
	Moradabad	15	1	9	...	10	66 6
	Budaun	8	1	3	2	6	75
	Bareilly	56	5	13	5	23	41
	Shábjahánpur	22	1	8	3	12	54·5
	Total	114	8	36	11	55	48·2
Allahabad	Allahabad	95	2	10	23	35	36 8
	Fatehpur	9	...	5	2	7	77·7
	Cawnpore	42	2	19	2	23	54·7
	Hamírpur	5	1	1	1	3	60
	Bánda	21	2	13	1	16	76·1
	Jaunpur	20	2	9	1	12	60
	Total	192	9	57	30	96	50
Benares	Benares	45	8	9	2	19	42·2
	Mirzapur	22	1	7	2	10	45 4
	Total	67	9	16	4	29	43·4
Jhánsi	Jalaun	4	1	1	...	2	50
	Jhánsi	8	...	3	...	3	37 5
	Lalitpur	6	...	3	...	3	50
	Total	18	1	7	...	8	44·4
Oudh	Unao	9	...	5	...	5	55·5
	Bara Banki	16	1	3	2	6	37·5
	Sitapur	17	1	2	3	6	35 2
	Hardoi	22	3	6	2	11	50
	Kheri	15	1	8	...	9	60
	Fyzabad	27	7	8	5	20	74
	Bahraich	15	1	5	1	7	46 6
	Gonda	22	1	5	1	7	31·8
	Rae Bareli	25	...	...	4	4	16
	Sultanpur	21	1	10	1	12	57
	Partabgarh	20	4	6	...	10	50
	Total	209	20	58	19	97	46 4
	Grand Total, Govt. Schools	792	68	243	92	403	50·9

APPENDIX No. II.

Result of the Middle Class Anglo-vernacular Examination, 1886—(continued).

Division.	District.	Number of candidates examined.	Passes.				
			Division I.	Division II.	Division III.	Total.	Percentage.
	II.—Aided Schools, B.						
Meerut ...	Dehra Dún	16	...	1	2	3	18 7
	Saháranpur	26	...	7	4	11	42·3
	Meerut	25	2	7	2	11	44
	Aligarh	14	1	6	2	9	64·2
	Total ...	81	3	21	10	34	41·9
Agra ..	Agra	106	5	39	11	55	51·8
	Farukhabad	14	...	2	1	3	21 4
	Mainpuri	5	...	2	...	2	40
	Total ...	125	5	43	12	60	48
Rohilkhand ...	Moradabad	10	...	1	...	1	10
	Budaun	5	...	3	...	3	60
	Bareilly	7	...	1	3	4	57·1
	Shábjahánpur	9	...	4	1	5	55·5
	Pilibhit	4	...	2	1	3	75
	Total ...	35	...	11	5	16	45·7
Allahabad ...	Allahabad	56	1	3	13	17	30 3
	Cawnpore	18	...	8	...	8	44·4
	Bánda	5	...	1	...	1	20
	Jaunpur	10	...	3	...	3	30
	Total ...	89	1	15	13	29	32·3
Benares ...	Benares	40	2	7	7	16	40
	Azamgarh	19	...	3	2	5	26·3
	Ballia	18	2	10	1	13	72 2
	Basti	3	...	...	...	...	...
	Gorakhpur	46	1	6	3	10	21·7
	Gházipur	59	2	14	11	27	45·7
	Mirzapur	9	...	2	1	3	33·3
	Total ...	194	7	42	25	74	38·1
Jhánsi ...	Jalaun	6	...	2	2	4	66·6
	Jhánsi	5	1	2	1	4	80
	Total ...	11	1	4	3	8	72·7
Kumaun ...	Kumaun	43	...	6	2	8	18·6
	Garhwál	16	...	1	1	2	12 5
	Total ...	59	...	7	3	10	16·9
Oudh ...	Lucknow	102	1	14	12	27	26·4
	Bahraich	1	...	...	...	...	...
	Gonda	8	...	1	...	1	12 5
	Total ...	111	1	15	12	28	25·2
	Grand Total, Aided Schools ...	705	18	158	83	259	36·7

APPENDIX No. II.

Result of the Middle Class Anglo-vernacular Examination, 1886—(concluded).

Division.	District.	Number of candidates examined.	Passes. Division I.	Division II.	Division III.	Total.	Percentage.
	III.—Private Candidates, C.						
Meerut ...	Saháranpur	6	...	2	...	2	33·3
	Muzaffarnagar	3	...	1	...	1	33·3
	Meerut	17	...	1	...	1	5·8
	Bulandshahr	5	...	...	...	...	...
	Aligarh	12	...	2	...	2	16·6
	Total ...	43	...	6	...	6	13·9
Agra ...	Muttra	32	1	1	3	5	15·6
	Agra	22	...	3	...	3	13·6
	Farukhabad	24	1	4	...	5	20
	Mainpuri	17	...	4	1	5	29·4
	Etawah	10	...	...	1	1	10
	Etah	6	...	...	...	...	...
	Total ...	111	2	12	5	19	17·1
Rohilkhand ...	Bijnor	5	...	1	...	1	20
	Moradabad	25	3	5	2	10	40
	Budaun	4	...	1	...	1	25
	Bareilly	15	1	...	...	1	6·6
	Pilibhit	2	...	...	...	...	..
	Total ...	51	4	7	2	13	25·4
Allahabad ...	Allahabad	82	4	12	9	25	31·6
	Fatehpur	6	...	1	...	1	16·6
	Cawnpore	15	1	2	1	4	26·6
	Hamirpur	6	1	2	...	3	50
	Bánda	3	...	...	...	...	...
	Jaunpur	5	...	1	...	1	20
	Total ...	117	6	18	10	34	20·5
Benares ...	Benares	32	...	6	3	9	28·1
	Azamgarh	2	...	1	...	1	50
	Ballia	3	...	2	...	2	66·6
	Basti	5	...	...	...	...	...
	Gorakhpur	3	...	...	...	...	...
	Gházipur	10	2	...	...	2	20
	Mirzapur	10	...	1	...	1	10
	Total ...	65	2	10	3	15	23
Jhánsi ...	Jalaun	4	...	1	...	1	25
	Jhánsi	4	1	1	...	2	50
	Lalitpur	2	...	1	...	1	50
	Total ...	10	1	3	...	4	40
Kumaun ...	Kumaun	...	...	...	...	...	...
	Garhwál	1	1	...	...	1	100
	Total ...	1	1	...	...	1	100
Oudh ...	Lucknow	32	3	2	1	6	18·7
	Unao	6	1	...	...	1	16·6
	Bara Banki	3	...	1	...	1	33·3
	Sitapur	1	...	...	1	1	100
	Hardoi	4	...	...	...	...	...
	Kheri	6	1	3	...	4	66·6
	Fyzabad	25	2	5	2	9	36
	Bahraich	9	...	2	1	3	33·3
	Gonda	1	...	...	...	...	...
	Rae Bareli	15	...	1	3	4	26·6
	Sultanpur	7	...	1	1	2	28·5
	Partabgarh	4	...	...	...	...	...
	Total ...	113	7	15	9	31	27·6
	Grand Total, Private Candidates ...	511	23	71	29	123	24·
	Grand Total, all classes, N.-W. P. and Oudh.	2,008	109	472	204	785	39·1

APPENDIX No. III.

Result of the Departmental Examination (Vernacular), 1886.

District.	URDU.						HINDI.						Total candidates.	Total passes.	Percentage of passes.
	Number of candidates	Number who passed.					Number of candidates.	Number who passed.							
		Division I.	Division II.	Division III	Total			Division I.	Division II.	Division III.	Total.				
					Absolute number	Percentage.					Absolute number	Percentage.			
A.—Government Schools.															
Azamgarh ...	14	10	3	...	13	92 86	42	10	18	3	31	73 80	56	44	78 57
Benares ...	4	1	1	1	3	75·00	12	3	4	1	8	66 67	16	11	68 75
Ballia ...	6	2	1	...	3	50 00	27	6	14	3	23	85 18	33	26	78 78
Basti ...	10	1	2	...	3	30 00	34	2	11	...	13	38 24	44	16	36 36
Gházipur ...	23	8	6	...	14	60 87	41	12	9	1	22	53·66	64	36	56 25
Gorakhpur ...	26	3	7	...	10	38 46	70	14	23	3	40	57·14	96	50	52 08
Mirzapur ...	17		6	...	6	35 29	25	4	12	2	18	72·00	42	24	57 14
Total, Benares Division.	**100**	**25**	**26**	**1**	**52**	**52·00**	**251**	**51**	**91**	**13**	**155**	**61·75**	**351**	**207**	**58·97**
Jalaun ...	10	1	4	...	5	50 00	13	...	6	2	8	61 54	23	13	56 52
Jhánsi ...	3	1	1	...	2	66 67	14	...	4	2	6	42 86	17	8	47·06
Lalitpur ...	...	..	...	...	...	...	5	...	1	1	2	40·00	5	2	40 00
Total, Jhansi Division.	**13**	**2**	**5**	**...**	**7**	**53·85**	**32**	**...**	**11**	**5**	**16**	**50·00**	**45**	**23**	**51·11**
Allahabad ...	43	16	20	4	40	93·02	11	2	2	1	5	45·45	54	45	83 33
Bánda ...	8	1	4	1	6	75 00	16	1	4		5	31 25	24	11	45 83
Cawnpore ...	2	..	...	...	...	...	53	6	19	6	31	58 49	55	31	56 36
Fatehpur ...	7	2	1	1	4	57·14	38	9	16	2	27	71 05	45	31	68·89
Hamirpur ...	5	...	1	...	1	20 00	27	1	4	2	7	25·93	32	8	25 00
Jaunpur ...	15	3	7	...	10	66·67	24	5	11	1	20	83 33	39	30	76 9
Total, Allahabad Division.	**80**	**22**	**33**	**6**	**61**	**76·25**	**169**	**24**	**59**	**12**	**95**	**56·21**	**249**	**156**	**62·65**
Bara Banki ...	31	3	5	...	8	25 86	1	...	...	...	...	...	32	8	25 00
Bahraich ...	12	..	2	..	2	16 67	1	...	...	...	...	...	13	2	15 38
Fyzabad ...	20	4	5	2	11	55 00	1		...	..	...	...	21	11	52 38
Gonda ...	14	4	4	..	8	57 14	1	...	1	...	1	100 00	15	9	60·00
Hardoi ..	46	3	18	4	25	54·35	6	...	2	...	2	33 33	52	27	51 92
Kheri (or Lakhimpur).	10	...	3	...	3	30 00	...	...	...	...	...	...	10	3	30·00
Lucknow ...	44	6	13	6	25	56 81	2	...	..	1	1	50 00	46	26	56·52
Partabgarh ...	25	1	12	2	15	60 00	1	..	...	...	...	...	26	15	57 69
Rae Bareli ...	24	4	7	.	11	45 83	1		..	..	..	..	25	11	44·00
Sultanpur ...	14	5	7	1	13	92·86	2	...	2	...	2	100·00	16	15	93 85
Sitapur ...	26	1	9	3	13	50 00	4	1	2	...	3	75 00	30	16	53 33
Unao ...	39	7	13	...	20	51 28	6	3	1	1	5	83·33	45	25	55 55
Total, Oudh Division.	**305**	**38**	**98**	**18**	**154**	**50·5**	**26**	**4**	**8**	**2**	**14**	**53·8**	**331**	**168**	**51·1**
Aligarh ...	31	3	8	2	13	41 94	65	6	13	4	23	35·46	96	36	37 50
Bulandshahr ...	87	2	17	12	31	35 63	9	...	1	1	2	22 22	96	33	34 37
Dehra Dún ...	5	...	2	...	2	40 00	...	...	..	...	...	...	5	2	40 00
Meerut ...	29	6	11	...	17	58 62	1	...	...	...	...	...	30	17	56 67
Muzaffarnagar,	32	5	9	3	17	53·13	...	..	...	.	...	...	32	17	53 13
Saháranpur ...	32	1	2	...	3	9 38	2	...	..	...	...	...	34	3	8 84
Total, Meerut Division.	**216**	**17**	**49**	**17**	**83**	**38·43**	**77**	**6**	**14**	**5**	**25**	**32·49**	**293**	**108**	**36·86**

APPENDIX No. III.

Result of the Departmental Examination (Vernacular), 1886—(concluded).

District.	URDU.						HINDI.						Total candidates.	Total passes.	Percentage of passes.
	Number of candidates.	Number who passed: Division I.	Division II.	Division III.	Total: Absolute number.	Total: Percentage.	Number of candidates.	Number who passed: Division I.	Division II.	Division III.	Total: Absolute number.	Total: Percentage.			
A.—Government Schools—(concld.)															
Bareilly ..	76	4	12	8	24	31·58	3	...	..	2	2	66·67	79	26	32 9
Bijnor ..	92	3	18	8	29	31·52	3	1	...	...	1	33·33	95	30	31·58
Budaun ..	61	3	15	6	24	39 34	...	...	...	...	..	...	61	24	39·34
Moradabad ...	51	2	11	5	18	35·29	...	...	...	...	...	...	51	18	35·29
Pilibhít ...	21	...	4	2	6	28 57	2	...	...	...	...	...	23	6	26 09
Sháhjahánpur .	67	5	28	5	38	56·72	4	1	1	1	3	75 00	71	41	57 75
Total, Rohilkhand Division.	368	17	88	34	139	37·77	12	2	1	3	6	50·00	380	145	37·89
Agra ..	9	...	4	1	5	55·56	47	1	21	6	28	59·57	56	33	58·93
Etah ..	77	14	23	2	39	50·65	50	8	15	1	24	48·00	127	63	49 61
Etáwah ..	5	...	1	...	1	20·00	75	2	26	13	41	54 67	80	42	52 50
Farukhabad ...	23	11	3	1	15	65·22	42	6	11	7	24	57 14	65	39	60 00
Mainpuri ..	8	1	2	...	3	37·50	41	3	12	5	20	48 78	49	23	46·94
Muttra ..	8	...	4	...	4	50·00	52	7	19	6	32	61 54	60	36	60 00
Total, Agra Division.	130	26	37	4	67	51·54	307	27	104	38	169	55·05	437	23	54·00
Garhwál ...	...	...	...	...	...	...	6	...	1	...	1	16 67	6	1	16 67
Kumaun ...	...	...	...	...	...	...	7	...	...	..	...	...	7	...	...
Tarái ...	4	...	1	...	1	25 00	2	...	...	...	...	...	6	1	16·67
Total, Kumaun Division.	4	...	1	...	1	25 00	15	...	1	...	1	6·67	19	2	10 53
Grand Total, N.-W. P. and Oudh.	1,216	147	337	80	564	46 38	889	114	289	76	481	54·11	2 105	1 045	49·64
Division.															
B.—Aided Schools.															
Benares ...	57	6	11	2	19	33·33	7	...	1	...	1	14·29	64	20	31 25
Jhánsi ...	1	...	...	...	..	.	1	..	...	...	..	..	2	...	...
Allahabad ...	12	1	4	2	7	58 33	1	...	...	...	...	...	13	7	53 85
Oudh ...	11	...	5	1	6	54.55	1	...	...	...	...	...	12	6	50 00
Meerut ...	11	...	2	...	2	18·18	3	...	...	1	1	33 33	14	3	21·43
Rohilkhand ...	17	1	3	...	4	23 53	...	...	...	...	...	...	17	4	23 53
Agra ...	5	2	...	...	2	40 00	...	...	...	...	...	...	5	2	40·00
Kumaun ...	...	...	...	...	..	...	9	...	3	...	3	33 33	9	3	33·33
Total ...	114	10	25	5	40	35 26	22	...	4	1	5	22 73	136	45	33 09
C.—Private Candidates.															
N.-W. P. and Oudh.	968	30	69	29	128	13 22	114	...	20	6	26	22·81	1,082	154	14 23
Total ...	968	30	69	29	128	13 22	114	...	20	6	26	22 81	1,082	154	14·23
Grand Total...	2,298	187	431	114	732	31 87	1025	114	313	85	512	49 95	3,323	1,244	37 44

APPENDIX No. IV.

(Annexure of Circular No. 24 of 1885.)

ANNUAL INSPECTION OF THE GOVERNMENT MIDDLE OR HIGH SCHOOL AT_____ON THE_____188

*Name of Head-master*_____

GENERAL STATEMENT.

	NUMBER OF SCHOLARS IN AVERAGE ATTENDANCE IN EACH CLASS.																					
	Lower Primary Stage: Classes.						*Upper Primary Stage. Classes.*				*Middle Stage: Classes*				*High Stage: Classes.*				Total scholars in average attendance	Amount of annual expenditure.	Incidence of expenditure per scholar	Total annual fee income.
	X	IX.	VIII.	VII.	Total in stage.	Percentage to total average attendance.	VI	V.	Total in stage.	Percentage to total average attendance.	IV.	III.	Total in stage.	Percentage to total average attendance.	II.	I.	Total in stage.	Percentage to total average attendance.				
A.																						
B.																						

Note.—The average monthly attendance in each class during the six months preceding the Inspector's visit will be entered against A in the above form; against B are to be shown the same statistics of the classes for the six months preceding the same date of the previous year.

Result of the Public Examination.

Examination.		*No in Class	No. of candidates entered.	No. who passed.	Percentage of passes to number in class.
Anglo vernacular Middle Examination	1885 ...				
	Previous examination.				
Calcutta University Entrance Examination.					

* Enter against the Anglo vernacular Examination the average monthly number of scholars in class III during the six months preceding the examination, and against the Entrance Examination the same average for class I.

Result of the Inspector's Examination of Classes VII and V.

Class.		No of scholars examined.	*English.*		*Arithmetic & Mathematics.*		*2nd Language*		*History.*		*Geography.*		*Total*	
			Passed.	Failed	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.
VII	Absolute number,													
	Percentages ...	100												
V	Absolute number,													
	Percentages ...	100												

All scholars are to be entered as *passed* whose proficiency in the subject is, in the Inspector's opinion, satisfactory, with due reference to the time they have been in the class. All scholars present belonging to classes VII and V are to be examined. The number of scholars in those classes who are absent from the examination should be noted. They will be considered to have failed.

APPENDIX No. IV.

(Annexure of Circular No. 24 of 1885.)

Instructions for the Annual Inspection of Zila Schools.

1. The Inspector should fill up the *printed* form annexed and forward it with his report. Manuscript forms should not be used.

2. The Inspector will examine a sufficient number of the scholars in classes 2, 4, 6, 8, and 9, to enable him to form a judgment regarding the progress each class has made and to test the standard of instruction maintained. Each scholar who is examined must be examined in every subject in which he receives instruction. The Inspector will state the number of scholars of each class examined, and will sum up the result for each class by the terms *good*, *fair*, *indifferent*, *bad*, with any further remarks he thinks necessary.

3. The defects in tuition should be noted briefly, and the orders given and measures taken by the Inspector to remedy them, specified.

4. If the Inspector finds it necessary to supersede any of the text-books in use in a class, he should specify the name of the book to be adopted, its author, publisher, and retail price. The date from which the new book is to be introduced should also be noted. In looking over the text-books in use, the Inspector will see that no books published by teachers employed in the school are used when better works are available.

5. The following details regarding the teaching staff are to be noticed :—The name of each teacher, his university degree, if any ; his pay ; the subjects and classes he teaches, and the number of months of the last school-year during which he has been employed in the school. The Inspector's opinion of the work of each should be given by writing the terms *good*, *fair*, *indifferent*, or *bad*, against the teacher's name. Any punishment which, in the Inspector's opinion, should be awarded for inefficient work should be stated. The Inspector should ascertain if any teachers, being over 55 years of age, are liable to superannuation and should note them, especially with a view to the report which will be required regarding the retention of their services. (Section 110, Civil Pension Code).

6. The Inspector should state whether the head-master displays a sufficient knowledge of and care for the progress of each scholar in the school ; whether he exercises an efficient supervision over the work of each teacher, or confines his attention to the classes he teaches himself.

7. The state of discipline in the school must be noticed. The observations made by the Inspector during his surprise visits will *aid him* in forming an opinion on this point. (See paragraph 20 below).

8. Which of the teachers has been placed in charge of the boarding-house ? What extra allowance does he receive ? Does the Inspector consider him a fit person for the charge ? If not, whom would the Inspector propose to place in charge ? Have the members of the District Board shown any active supervision over the boarding-house ? Is the boarding-house full, and if so, is any further accommodation required, and for how many scholars ? Are any boarding-house fees charged, and if not, what fees, if any, would the Inspector recommend being levied ? Are the boarding-house premises in good repair, clean and tidy ?

9. What is the annual amount of the contingent charges (not including pay of teachers and servants), and what are the chief objects on which the money has been expended ? Does the Inspector consider the money has been judiciously expended ? The supervision of contingent expenditure has, by Circular No. 13 of 1885, been transferred to the Inspectors, and this supervision must be strictly exercised.

10. From the attendance, admission, fine registers, and transfer certificates, the Inspector will calculate for any three separate months the amount of the fees, &c., which should have been collected. The sums thus resulting must be compared with sums shown in the accounts as actually collected and by the treasury receipts as credited to the Local Funds. The Inspector will certify, as a result of this, whether or not all receipts have been duly accounted for. Should any irregularity be disclosed, an exhaustive check and a special report will be required.

11. Are receipts regularly taken for the salary paid by the head-masters to teachers and servants, and are the receipts stamped as required by the Stamp Act ?

12. What registers are maintained, and are they regularly kept up? Any new register which the Inspector finds it necessary to prescribe should be mentioned and described.

13. Are letters received and despatched properly recorded for reference? Ordinarily, it is sufficient to retain a copy in a letter-book of all letters despatched and to paste into a file-book all letters received.

14. Are the standing orders and circulars issued to the school by this office and the Inspectors kept in a separate file-book for reference?

15. Who is in charge of the Government stationery, and in what manner is it kept? Is there a stock-book to show stock and issues?

16. Are the rules observed regarding transfer certificates as laid down in this Office Circular No. 8 of 1885? The Inspector should compare the transfer certificates with the admission register.

17. Have the orders and directions issued by the Inspector at his last inspection been complied with? If not, what measures were taken to enforce these orders and prevent a recurrence of neglect?

18. The Inspector should, before his visit, direct the head-master to call in all books belonging to the library which have been lent out, in order that the library may be complete at the time of inspection. Who is the librarian? Are the books kept in locked cases and safe from damp and injury from insects? Are receipts taken for all books lent out? Is the catalogue complete? Are all books which have been catalogued found in the library? The Inspector should check a sufficient number of books by the catalogue to satisfy himself this is the case.

19. The Inspector should check by comparison with the school registers the figures entered by the head-master in his last annual statistical return (Circular No. 4 of 1885). The number of items in the statistical return which have been checked should be stated and the result, whether correct or otherwise, noted.

20. On what dates has the Inspector visited the school *without notice* during the previous school-year?

21. Are the premises sufficient for the number of scholars? If not, for how many scholars is further accommodation required? Are the premises and furniture in good repair?

22. The Inspector will conclude with a *summary* of the result of his inspection, and this will be accepted as his report on the school for publication in the annual report of the Department.

APPENDIX

Inspectors' statistics of Zila

| Name of school. | Number of scholars in average attendance in each class. | | |

No. V.

Schools under above Circular.

Amount of annual expenditure.	Incidence of expenditure per scholar.	Total annual fee-income.	Results of Public Examination, 1885. Anglo-vernacular Middle Examination. Number in class.	Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Calcutta University Entrance Examination. Number in class.	Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Results of Public Examination 1886. Anglo-vernacular Middle Examination. Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Calcutta University Entrance Examination. Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Result of Examination of Class. Percentages. VII. Passed.	Failed.	V. Passed.	Failed.
Rs.	Rs.	Rs.																		
7,414	25·4	2,026	25	20	14	56	17	16	5	29	22	10	43	11	4	31	49	51	39	61
9,204	22·8	1,846	28	20	11	39	24	16	8	33	19	16	47	13	3	28	41	59	51	49
7,155	20·	2,736	25	25	17	65	9	8	3	33	35	18	39	10	2	12	75	25	73	27
5,945	40·4	1,034	29	18	13	45	16	...	...	...	15	11	48	...	...	...	69	31	71	29
12,520	34·7	2,768	54	52	29	54	14	10	2	14	46	19	38	13	6	35	82	18	86	14
12,512	53·2	2,637	22	19	14	64	20	20	4	20	15	10	56	17	10	50	65	35	46	54
16,113	41·3	2,756	57	48	33	58	26	21	9	35	56	23	41	29	15	52	77	23	73	27
6,907	36·7	872	22	20	16	73	7	7	4	57	22	12	60	9	2	25	86	14	76	24
9,545	21·6	3,585	23	19	12	52	9	9	3	33	12	23	58	9	1	13	58	42	59	41
5,966	40·3	966	16	12	7	44	6	4	2	33	21	16	76	4	2	67	67	33	48	52
9,205	15·2	5,357	90	77	46	51	52	14	9	17	95	35	37	45	22	38	54	46	45	55
5,104	25·8	1,528	27	21	12	44	...	...	...	...	20	12	67	4	1	17	71	29	54	46
7,560	41·3	1,910	18	10	4	22	12	8	4	33	22	10	48	7	3	21	51	49	40	60
17,580	37·7	5,330	44	33	21	48	44	40	9	21	45	19	44	40	20	51	94	6	83	17
4,641	27·8	826	14	17	13	93	8	6	...	...	9	5	56	9	4	36	63	37	67	33
4,492	32·1	782	13	8	7	54	8	6	4	50	16	6	50	9	3	33	72	28	76	24
4,159	29·1	756	11	10	8	73	6	3	1	17	17	6	40	6	2	33	59	41	56	44
5,513	26·8	1,021	22	19	15	68	16	14	2	13	22	11	48	10	3	20	84	16	67	33
3,141	22·9	718	16	12	5	31	13	7	2	15	15	9	41	7	1	11	80	20	72	28
10,399	47·3	1,153	16	17	15	94	10	10	6	60	27	20	87	14	7	50	78	22	73	27
4,922	39·7	635	18	17	8	44	6	6	1	17	15	7	41	4	3	50	80	20	89	11
4,018	27·5	970	22	19	3	14	9	7	4	44	22	7	28	7	1	11	79	21	67	33
5,787	32·8	1,121	30	23	8	27	6	6	...	...	25	4	15	8	1	11	59	41	51	49
2,330	32·6	723	27	21	14	52	10	8	4	40	21	12	52	9	6	86	75	25	79	21
4,440	24·4	1,170	14	9	6	43	10	9	2	20	20	10	48	7	5	71	72	28	69	31
1,90,032	30·4	45,226	684	566	351	51	358	285	88	25	684	331	46	301	131	36	70	30	64	36
3,426	24·3	597	13	15	11	85	...	...	...	...	12	9	60	...	...	...	70	30	29	71
3,124	28·7	353	6	6	5	83	...	...	...	...	5	4	50	...	...	...	71	29	58	42
3,483	17·7	599	14	14	10	71	...	...	...	...	13	7	54	...	...	...	58	42	58	42
3,661	24·4	513	18	15	10	56	...	...	...	...	16	15	68	...	...	...	78	22	69	31
3,170	32·	317	7	7	6	86	...	...	...	...	9	9	50	...	...	...	81	19	59	41
3,745	24·	797	10	9	7	70	...	...	...	...	13	4	31	...	...	...	68	32	81	19
4,061	33·	643	8	8	7	88	...	...	...	...	8	6	75	...	...	...	79	21	77	23
3,469	19·	741	9	9	8	89	...	...	...	...	9	7	64	...	...	...	47	53	59	41
2,982	22·	271	5	5	4	80	...	...	...	...	5	3	50	...	...	...	56	44	67	33
3,250	22·6	103	14	12	7	50	...	...	...	...	8	3	33	...	...	...	36	64	60	40
3,309	[illegible]	108	6	6	4	67	...	...	...	...	4	2	50	...	...	...	54	46	42	58
3,111	25·[illegible]	[illegible]	3	4	3	100	...	...	...	...	6	3	43	...	...	...	50	50	55	45
40,751	26·1	5,668	113	110	82	73	...	...	...	...	108	72	54	...	...	...	62	38	60	40
2,30,783	29·6	50,894	797	676	433	54	358	285	88	25	792	403	47	301	131	36	67	33	63	37

examined and the number of subjects in which he was passed, and calculating the percentage of the latter on the former.

APPENDIX No. VI.

(Annexure to Circular No 21 of 1885.)

ANNUAL INSPECTION OF THE ANGLO-VERNACULAR AIDED SCHOOL AT _____

DISTRICT _____

Name of School _____ *Name of Responsible Manager* _____

GENERAL STATEMENT.

| Number of Scholars in average attendance in each class. | | |

APPENDIX No. VI.

Result of the Inspector's Examination of Classes VII and V.

Class.	No. of scholars examined	*English.*		*Arithmetic: Mathematics.*		*2nd Language.*		*History.*		*Geography.*		*Total.*	
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.
VII ...													
V													

All scholars are to be entered as *passed* whose proficiency in the subject is, in the Inspector's opinion, satisfactory, with due reference to the time they have been in the class. All scholars present belonging to classes VII and V are to be examined.

STATE OF THE REGISTERS.

1. *Account Book.*—State after personal examination whether all receipts and disbursements are entered and regularly balanced from month to month.

2. *Admission Register.*—Is this maintained regularly in the form prescribed by the Department?

3. *Attendance Register.*—Does this appear to be written up daily?

4. *Log Book.*—Is this maintained as required by article 15 of the Code?

CONDITIONS OF THE GRANT.

5. Append to this statement a detail of the tuitional expenditure and note here the total, expressing your opinion as to the fairness of the proportion of the Manager's salary charged to the school (article 9) and of the charges for scholarships and prizes (article 8).

6. What was the average amount of the monthly fee-income during the last six months? This must be verified by the scrutiny of the accounts and of the admission register.

7. What proportion does the monthly fee-income as above bear to the monthly grant?

8. Detail the resources at the disposal of the Manager to meet the monthly expenditure.

9. What is the incidence of the monthly grant per scholar in average attendance?

10. Is the building suitable for the school? Was any building grant given? If so, how much and in what year? Is the building in good repair?

11. Are the inter-school rules complied with? The transfer receipts of all boys who have come from other schools during the preceding six months should be examined (section 8 of inter-school rules.)

GENERAL REMARKS.

State here briefly the general result of your examination and the amount of the monthly grant you recommend for next year.

APPENDIX No. VII.

Return of Tahsili (Town) Schools for 30th November, 1885.

A.

	District.	Number of schools.	Number of scholars on the registers							
			Class VII.	Class VI	Class V.	Class IV.	Class III.	Class II.	Class I.	Total.
MEERUT.	Dehra Dún ...	2	41	22	12	17	10	7	6	115
	Saháranpur ...	6	211	69	[illegible]	46	38	38	37	490
	Muzaffarnagar,	8	202	97	77	73	36	38	27	550
	Meérut ...	7	247	94	78	61	71	33	48	632
	Bulandshahr ..	8	177	103	121	88	82	56	100	727
	Aligarh ...	10	195	93	82	90	75	44	83	662
	Total ...	41	1,073	478	426	375	312	211	301	3,176
AGRA.	Muttra ...	8	252	110	97	64	43	34	43	643
	Agra ...	12	274	143	115	72	68	40	70	782
	Farukhabad ..	9	129	162	141	82	68	58	67	647
	Mainpuri, ..	5	103	76	64	38	26	17	43	367
	Etáwah ...	5	116	53	53	30	32	26	49	359
	Etah ...	7	207	135	142	127	110	85	137	943
	Total ...	46	1,081	519	612	413	347	260	409	3,741
ROHILKHAND.	Bijnor ...	6	163	119	88	82	92	82	86	712
	Moradabad ...	8	163	92	61	62	60	37	39	511
	Budaun ...	6	166	123	110	59	41	40	39	578
	Bareilly ...	6	261	113	90	67	51	44	67	693
	Sháhjahánpur,	5	212	120	94	75	70	35	62	668
	Pilibhit ...	2	64	33	17	17	22	20	12	185
	Total ...	33	1,029	600	460	362	336	255	305	3,347
ALLAHABAD.	Cawnpore ..	12	187	109	97	87	62	71	53	666
	Fatehpur ...	7	137	56	43	35	24	29	38	362
	Bánda ...	9	235	84	62	56	44	35	33	549
	Hamírpur ...	7	187	108	104	66	52	31	30	578
	Allahabad ...	8	177	81	74	53	59	37	55	536
	Jaunpur ...	7	160	76	78	46	46	28	46	480
	Total ...	50	1,083	514	458	343	287	231	255	3,171
BENARES.	Azamgarh ...	8	188	75	91	65	63	87	54	623
	Mirzapur ...	4	162	73	62	59	42	25	24	447
	Benares ...	2	36	13	24	16	13	15	10	127
	Gházipur ...	7	234	96	92	102	53	45	47	669
	Gorakhpur ...	7	210	99	88	65	62	37	43	604
	Basti ...	5	93	49	46	35	37	33	30	323
	Ballia ..	5	184	106	83	75	55	32	27	567
	Total ...	38	1,112	511	491	417	325	274	235	3,365
JHÁNSI.	Jhánsi ...	6	174	76	59	43	13	7	12	384
	Jalaun ...	5	129	65	47	31	30	13	20	335
	Lalitpur ...	2	89	32	23	21	9	..	4	178
	Total ...	13	392	173	129	95	52	20	36	897
KUMAUN.	Kumaun ..	6	186	84	67	33	21	10	9	410
	Garhwál ..	4	81	48	32	15	14	8	5	208
	Tarái ...	1	31	11	16	19	18	5	5	105
	Total ...	11	298	143	115	67	53	23	19	718
OUDH.	Lucknow ...	8	253	103	83	87	68	74	46	714
	Unáo ...	8	275	[illegible]	148	100	102	53	48	886
	Bara Banki ...	8	198	79	95	88	63	46	39	628
	Sitapur ...	6	203	78	80	66	56	47	33	568
	Hardoi ...	8	237	139	137	144	102	62	59	880
	Kheri ...	4	299	94	91	61	44	36	29	654
	Fyzabad ...	3	133	64	51	38	35	43	25	389
	Bahraich ...	2	81	24	19	17	14	26	17	198
	Gonda ...	5	220	68	61	40	45	32	19	488
	Rae Bareli ...	4	151	70	[illegible]	53	40	37	29	441
	Sultanpur ...	2	80	36	[illegible]	20	23	26	16	240
	Partabgarh ...	3	184	57	60	54	42	53	28	478
	Total ...	61	2,312	983	928	777	634	535	388	6,564
	Grand Total ...	293	8,387	4,021	3,619	2,849	2,346	1,809	1.948	24,979

APPENDIX No. VII.

Tahsíli (Town) Schools.

B.

	District.	Number of scholars in each class to 100 in class VII.						Remarks.
		Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.	
MEERUT.	Dehra Dún ...	54	29	41	24	17	15	
	Saharanpur ...	33	26	22	18	16	17	
	Muzaffarnagar ...	48	38	36	18	19	13	
	Meerut ...	38	32	25	29	13	19	
	Bulandshahr ...	58	68	50	46	32	56	
	Aligarh ...	48	42	46	38	23	43	
	Total ...	45	40	35	29	20	28	
AGRA.	Muttra ...	41	38	25	17	13	17	
	Agra ...	52	42	26	25	15	26	
	Farukhabad ...	79	109	64	53	45	52	
	Mainpuri ...	74	62	37	25	17	42	
	Etáwah ...	46	46	26	28	22	42	
	Etah ...	65	60	61	53	41	66	
	Total. ..	57	57	38	32	24	38	
ROHILKHAND.	Bijnor ...	73	54	50	56	50	53	
	Moradabád ..	56	37	38	37	21	24	
	Budaun ...	74	66	36	25	24	23	
	Bareilly ...	43	34	26	20	17	26	
	Shahjahánpur ...	57	44	35	33	17	22	
	Pilibhit ...	52	27	27	34	31	19	
	Total ...	58	45	35	33	25	30	
ALLAHABAD.	Cawnpore ...	58	52	47	33	38	28	
	Fatehpur ...	41	31	26	18	21	28	
	Banda ...	36	26	24	19	15	14	
	Hamírpur ...	58	53	35	28	17	16	
	Allahabad ...	46	42	30	33	21	31	
	Jaunpur ...	47	49	29	29	17	29	
	Total ...	47	42	32	27	21	24	
BENARES	Azamgarh ...	40	48	35	34	46	29	
	Mirzapur ...	45	38	36	26	15	15	
	Benares ...	36	67	44	36	42	28	
	Gházipur ...	41	39	44	23	19	20	
	Gorakhpur ...	47	42	31	30	18	20	
	Basti ...	50	47	36	38	34	31	
	Ballia ...	58	48	41	30	17	15	
	Total ..	46	44	37	29	25	21	
JHÁNSI.	Jhánsi ..	44	34	25	7	4	7	
	Jalaun ...	50	36	24	23	10	15	
	Lalitpur ...	36	26	24	10	...	4	
	Total ...	44	33	24	13	5	9	
KUMAUN.	Kumaun ...	45	36	18	11	5	5	
	Gárhwál ...	59	40	19	17	10	6	
	Tarái ...	85	52	61	58	16	16	
	Total ...	48	39	22	18	8	6	
OUDH.	Lucknow ...	41	33	34	27	29	18	
	Unao ...	55	54	40	37	19	17	
	Bara Banki ...	50	48	44	32	23	20	
	Sitapur ...	37	38	32	27	23	16	
	Hardoi ...	59	58	61	43	26	25	
	Kheri ...	31	30	20	15	12	10	
	Fyzabad ...	48	38	29	26	32	19	
	Bahraich ...	30	23	21	17	32	21	
	Gonda ...	31	[illegible]	18	20	15	9	
	Rae Bareli ...	46	46	35	26	25	19	
	Sultanpur ...	45	49	25	29	32	20	
	Partabgarh ...	31	33	20	23	29	15	
	Total ...	42	40	34	27	23	17	
	Grand Total ...	48	43	34	28	22	23	

APPENDIX No. VIII.

Classification of Scholars in the Hulkabandi (Village) Schools on the 30th November, 1885.

A.

District.	Number of schools	Number of scholars on the registers.							
		Class VII.	Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.	Total.
Dehra Dún	22	304	109	97	61	52	...	...	623
Saharanpur	119	2,061	485	383	215	75	12	9	3,240
Muzaffarnagar ...	101	1,713	559	398	314	179	12	12	3,187
Meerut	160	2,657	578	625	461	221	3	1	4,846
Bulandshahr	104	1,596	652	570	431	231	21	26	3,527
Aligarh	173	2,094	893	701	590	412	33	60	4,783
Total ...	679	10,425	3,576	2,774	2,072	1,170	81	103	20,206
Muttra	119	1,816	761	899	426	225	13	16	3,950
Agra	170	2,095	850	591	403	339	..	...	4,281
Farukhabad	124	1,317	746	708	476	347	11	11	3,616
Mainpuri	98	1,301	572	434	306	209	18	31	2 901
Etáwah	112	1,459	542	536	376	343	30	52	3,338
Etah	113	1,480	631	648	479	346	29	26	3,639
Total ...	736	9,468	4,102	3,643	2,466	1,809	101	136	21,725
Bijnor	103	1,669	486	426	306	264	19	17	3,187
Moradabad	118	1,383	566	441	2 8	170	17	13	3,318
Budaun	113	1,4 1	551	452	288	226	21	30	2,979
Bareilly	121	2,180	726	575	339	254	32	37	4,143
Sháhjahánpur ...	93	1,435	564	419	238	124	11	16	2,807
Pilibhít	57	1,224	298	248	181	108	27	15	2,101
Total ...	605	9 802	3,191	2,561	1,580	1,146	127	128	18,535
Cawnpore	144	1,984	744	750	566	283	15	16	4,358
Fatehpur ..	94	1 589	690	467	332	161	19	16	3,274
Bánda	123	1.942	582	513	399	214	...	...	3 651
Hamírpur	73	1.028	484	436	341	254	8	9	2.560
Allahabad	125	1,952	748	614	492	213	...	...	4,019
Jaunpur	128	2,424	880	857	570	361	16	14	5,122
Total ...	687	10,919	4,128	3 638	2,700	1,486	58	55	22,984
Azamgarh	142	3,652	861	625	472	315	15	8	5,948
Mirzapur	117	2,990	592	489	293	146	12	5	3,627
Benares	91	1,748	618	435	371	165	17	9	3,413
Gházipur	108	2 031	659	591	459	217	22	28	3,987
Gorakhpur	177	3,327	1,277	1,091	731	424	59	69	6 978
Basti	121	2,739	785	609	436	202	33	22	4,826
Ballia	78	1,638	755	593	419	190	20	11	3 626
Total ...	834	17,225	5,527	4,483	3,181	1,659	178	152	32,405
Jhánsi	46	650	277	198	102	23	4	2	1 256
Jalaun	67	975	364	296	197	73	11	2	1,918
Lalitpur	24	389	147	86	56	14	...	1	693
Total ...	137	2,014	788	580	355	110	15	5	3,867
Kumaun	110	3,490	1,397	567	185	42	3	...	5 684
Garhwál	49	959	432	299	191	125	3	2	2,011
Tarái	10	167	61	37	30	18	7	3	323
Total ...	169	4,616	1,890	903	406	185	13	5	8,018
Lucknow	65	1,116	292	279	217	184	...	...	2,088
Unao	98	2,029	644	574	387	253	...	...	3,897
Bara Banki	113	2,091	927	671	479	314	...	...	5,385
Sitapur	115	2,128	716	574	372	324	...	...	4,114
Hardoi	135	2,115	850	659	432	180	...	...	4,236
Kheri	71	1,578	444	327	221	151	...	...	2,721
Fyzabad	75	1,678	757	486	386	312	...	...	3 619
Bahraich	75	1,767	603	453	315	201	...	...	3.339
Gonda	104	2,143	562	463	337	282	...	...	3 787
Rae Bareili	116	2,308	815	783	512	405	...	...	4 803
Sultanpur	86	1,805	541	557	425	318	...	...	3 646
Partabgarh	74	1,438	494	456	352	290	...	...	3,080
Total ...	1,127	23,109	7,675	6,232	4,435	3,223	.	..	44,674
Grand Total ...	4,974	87,578	30,877	24,814	17,195	10,788	573	589	1,72,414

APPENDIX No. VIII.

Village Schools.

B.

District.	Number of scholars in each class to 100 in Class VII.					
	Class VI	Class V.	Class IV.	Class III	Class II.	Class I.
Dehra Dún	36	32	20	17	...	...
Saháranpur	24	19	10	4	1	...
Muzaffarnagar	33	23	18	10	1	1
Meerut	33	24	17	8	...	...
Bulandshahr	41	36	27	14	1	2
Aligarh	43	33	28	20	2	3
Total ...	34	27	20	11	1	1
Muttra	42	38	23	12	1	1
Agra	41	28	19	16	...	...
Farukhaba	57	54	36	26	1	1
Mainpuri	44	36	24	16	1	2
Etáwah	37	37	26	24	2	4
Etah	43	44	32	23	2	2
Total ...	43	38	26	19	1	1
Bijnor	29	26	18	16	1	1
Moradabad	30	23	12	9	1	1
Budaun	39	32	20	16	1	2
Bareilly	33	26	16	12	1	2
Sháhjahánpur	39	29	17	9	1	1
Pilibhit	24	20	15	9	2	1
Total ...	33	26	16	12	1	1
Cawnpore	37	38	29	14	1	1
Fatehpur	43	29	21	10	1	1
Bánda	30	26	21	11	...	...
Hamírpuar	47	42	33	25	1	1
Allahabad	38	31	25	11	...	...
Jaunpur	36	35	24	15	1	1
Total ...	38	33	25	14	1	1
Azamgarh	24	17	13	9	...	...
Mirzapur	28	23	14	7	1	...
Benares	35	28	21	9	1	1
Gházipur	31	29	23	11	1	1
Gorakhpur	38	33	22	13	2	2
Basti	29	22	16	7	1	1
Ballia	46	36	26	12	1	1
Total ...	32	26	18	10	1	1
Jhánsi	43	30	16	4	1	...
Jalaun	37	30	20	7	1	...
Lalitpur	38	22	14	4	...	...
Total ...	39	29	18	5	1	...
Kumaun	40	16	5	1	...	...
Garhwál	45	31	20	13	...	...
Tarái	37	22	18	11	4	2
Total ...	41	20	9	4	...	...
Lucknow	26	25	19	16	...	...
Unao	32	28	19	12	...	...
Bara Banki	31	22	16	10	...	...
Sitapur	34	27	17	15	...	...
Hardoi	40	31	20	9	...	...
Kheri	28	21	14	10	...	...
Fyzabad	45	29	23	19	...	...
Bahraich	34	26	18	11	...	...
Gonda	26	22	16	13	...	...
Rae Bareli	37	32	22	18	...	...
Sultanpur	30	31	24	18	...	...
Partabgarh	34	32	24	21	...	...
Total ...	33	27	19	14	...	...
Grand Total ...	35	28	20	12	1	1

APPENDIX No. IX.

TABLE 1.—EUROPEAN SCHOOLS.

Statement showing the distribution of Scholars.

Number.	Name of school.	Average daily attendance.				Infants.	Number presented to the Inspector for examination in standards								Remarks.
		High stage.	Middle stage	Primary stage.	Total.		I.	II.	III.	IV.	V.	VI.	VII.	Total.	
	BOYS.														
	High Schools.														
1	St. George's College, Mussoorie ...	10	30	35	75	...	6	11	9	12	9	13	10	70	
2	St. Fidelis' School, Mussoorie ...	10	34	68	112	14	7	18	18	21	13	8	11	96	
3	Diocesan Boys' School, Naini Tal ...	6	30	73	109	...	10	9	15	35	17	9	3	98	
4	St. Peter's College, Agra ...	16	21	28	65	2	4	4	6	8	9	3	5	39	
5	St. Paul's Orphanage, Agra ...	8	18	40	66	5	6	17	7	6	9	5	2	52	
6	Boys' High School, Allahabad ...	5	28	58	91	4	6	15	15	21	14	6	8	85	
7	Memorial School, Cawnpore ...	5	25	24	54	3	3	4	8	6	7	5	3	36	
	Total ...	60	186	326	572	28	42	78	78	102	78	49	42	476	
	Middle Schools.														
8	North-Western Railway School, Mussoorie.	...	5	20	25	3	4	6	3	5	3	1	1	23	
9	Boys' School, Stoneleigh, Naini Tal ...	...	20	28	48	...	...	12	11	8	11	5	6	53	
10	Cantonment School, Agra ...	...	19	41	60	20	3	8	9	10	11	3	...	44	
11	East Indian Railway School, Tundla,	...	1	19	20	9	3	9	9	2	1	...	...	24	
12	Convent Day School, Allahabad ...	...	6	26	32	8	...	5	8	8	7	4	3	35	
13	All Saints District School, Allahabad,	...	4	31	35	35	7	9	9	2	3	...	...	30	
14	Seminary School, Cawnpore ...	...	6	7	13	7	7	2	3	1	4	...	...	17	
15	East Indian Railway School, Ghaziabad	...	7	10	17	6	1	3	5	...	4	...	...	13	
16	St. John's School, Meerut ...	...	7	36	43	6	6	12	9	9	9	...	...	45	
	Total ...	...	75	218	293	94	31	66	66	45	53	13	10	284	
	Primary Schools.														
17	Station School, Moradabad ...	...	...	8	8	...	3	1	4	2	...	...	...	10	
18	East Indian Railway School, Aligarh,	...	...	5	5	2	3	2	2	...	...	...	...	7	
19	City Free School, Allahabad ...	...	...	46	46	17	22	12	8	14	...	...	...	56	
20	Catholic Boys' School, Allahabad ...	...	...	24	24	16	12	...	7	8	...	...	...	27	
21	European School, Benares ...	...	...	15	15	11	5	4	3	4	...	...	...	16	
22	East Indian Railway School, Mogal Sarai.	...	...	7	7	6	...	5	1	1	...	...	...	7	
23	Station School, Ghâzipur ...	...	...	11	11	3	4	...	8	1	...	...	...	13	
24	East Indian Railway School, Cawnpore.	...	...	21	21	15	9	5	6	5	...	...	—	25	
25	Ordnance School, Cawnpore ...	...	...	8	8	6	...	7	...	4	...	...	...	11	
26	Station School, Fatehgarh ...	...	...	8	8	3	10	3	6	...	...	...	...	19	
27	North-Western Railway School, Sahâranpur.	...	...	11	11	9	3	6	5	3	...	...	...	17	
	Total ...	...	...	164	164	88	71	45	50	42	...	...	...	208	
	Grand Total ...	60	261	708	1,029	210	144	189	194	196	131	62	52	968	
	GIRLS.														
	High Schools.														
1	Girls' High School, Allahabad ...	7	25	82	114	15	27	13	14	28	9	10	6	107	
2	Girls' Boarding School, Cawnpore ...	7	18	22	47	4	11	8	13	...	11	4	...	47	
	Total ...	14	43	104	161	19	38	21	27	28	20	14	6	154	
	Middle Schools.														
3	Woodstock Girl's School, Landour ..	...	24	46	70	...	9	8	21	17	13	8	8	84	
4	Diocesan Girls' School, Naini Tal ...	...	13	60	73	...	9	13	24	21	...	8	6	81	
5	Girls' School, Wellesley, Naini Tal...	...	12	31	43	1	2	8	11	20	...	14	2	57	
6	St. Patrick's Orphanage, Agra ...	...	14	50	64	15	10	16	14	10	10	4	...	64	
7	Canning Girls' School, Agra ...	...	6	21	27	4	6	1	9	3	3	3	...	25	
8	St Mary's Convent School, Allahabad,	...	9	19	28	2	2	4	5	11	6	3	2	33	
9	LaMartiniere Girls' School, Lucknow,	...	18	33	51	3	11	12	12	14	6	11	...	66	
10	Loretto Convent School, Lucknow ...	...	7	33	40	9	7	10	9	5	5	...	...	36	
	Total ...	...	103	293	396	34	56	72	105	101	43	51	18	446	
	Primary School.														
11	Catholic Girls' School, Allahabad ...	...	...	18	18	7	6	8	8	...	...	...	...	22	
	Grand Total ...	14	146	415	575	60	100	101	140	129	63	65	24	622	
	Grand Total (Boys and Girls) ...	74	407	1,123	1,604	270	244	290	334	325	194	127	76	1,590	

APPENDIX No. IX.

TABLE 2—EUROPEAN SCHOOLS.

Statement showing class and special subjects taught.

No.	Name of School.	Class subjects. English. E.	English. P.	English. Pc.	Needle-work. E.	Needle-work. P.	Needle-work. Pc.	Geography. E.	Geography. P.	Geography. Pc.	History. E.	History. P.	History. Pc.	Mathematics. E.	Mathematics. P.	Mathematics. Pc.	Science. E.	Science. P.	Science. Pc.	Special subjects. Vernacular. E.	Vernacular. P.	Vernacular. Pc.	French. E.	French. P.	French. Pc.	Drawing. E.	Drawing. P.	Drawing. Pc.	Latin. E.	Latin. P.	Latin. Pc.	Mathematics. E.	Mathematics. P.	Mathematics. Pc.
	Boys.																																	
	High Schools.																																	
1	St. George's College, Mussoorie ...	70	38	54	...	...	...	64	45	70	32	10	31	32	20	63	...	...	...	...	...	...	...	...	...	2	1	50	18	6	33	...	...	...
2	St. Fidelis' School, Mussoorie ...	96	71	74	...	...	...	89	67	75	32	23	72	32	19	59	32	4	13	...	...	...	...	...	...	34	17	50	34	10	29	...	...	...
3	Diocesan Boys' School, Naini Tal ...	98	82	84	...	...	...	88	65	74	29	20	69	29	24	83	...	...	...	...	...	...	...	...	...	...	...	...	29	6	21	...	...	...
4	St. Peter's College Agra ...	39	22	56	...	...	...	35	23	66	17	12	71	17	8	47	...	...	...	...	...	...	...	...	...	...	...	...	17	14	82	...	...	...
5	St. Paul's Orphanage, Agra ...	52	38	78	...	...	...	46	34	74	16	12	75	16	15	94	...	...	...	...	...	...	...	...	...	...	...	...	16	10	63	...	...	...
6	Boys' High School, Allahabad ...	85	51	60	...	...	...	79	60	76	28	18	64	28	20	71	...	...	...	1	1	100	...	...	...	...	...	...	28	...	...	...	...	...
7	Memorial School, Cawnpore ...	36	23	64	...	...	...	33	18	55	15	10	67	15	11	73	...	...	...	...	...	...	...	...	...	...	...	...	15	6	40	...	...	...
	Total ...	476	325	68	...	...	...	434	312	72	169	105	62	169	117	70	32	4	13	1	1	100	...		...	36	18	50	157	52	33	...	...	...
	Middle Schools.																																	
8	North-Western Railway School, Mussoorie,	23	23	100	2	2	100	19	18	95	...	...	...	2	1	50	...	...	...	...	...	...	...	...	...	...	...	...	2	2	100	...	...	...
9	Boys' School, Stoneleigh, Naini Tal ...	53	33	62	...	...	...	53	28	53	22	6	27	22	15	68	...	...	...	1	1	100	...	...	...	3	3	100	21	10	48	...	...	...
10	Cantonment School, Agra ...	44	16	36	19	19	100	41	11	27	14	...	...	14	1	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	East Indian Railway School, Tundla ...	24	14	58	20	15	75	21	20	95	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	Convent Day School, Allahabad ...	35	25	71	27	23	85	30	16	53	7	1	14	...	...	...	...	...	...	...	...	...	...	...	...	2	2	100	...	...	...	...	...	...
13	All Saints District School, Allahabad ...	30	19	63	21	20	95	23	2	9	3	2	67	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	Seminary School, Cawnpore ...	17	16	94	11	11	100	10	9	90	4	...	...	...	...	...	...	...	...	3	2	67	...	...	...	...	...	...	...	...	...	...	...	...
15	East Indian Railway School, Gháziabad ...	13	6	50	5	5	100	9	4	44	4	4	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	St. John's School, Meerut ...	45	24	53	20	16	80	27	11	41	9	2	22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	100	...	...	...
	Total ...	284	176	62	125	111	89	233	119	51	64	15	23	38	17	45	...	...	...	4	3	75		...	...	5	5	100	24	13	54	...	...	...
	Primary Schools.																																	
17	Station School, Moradabad ...	10	8	80	7	3	43	7	7	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	East Indian Railway School, Aligarh ...	7	6	86	6	4	67	4	4	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	City Free School, Allahabad ...	56	47	84	23	21	91	34	14	41	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	Catholic Boys' School, Allahabad ...	27	25	93	...	...	...	15	14	93	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	European School, Benares ...	16	14	88	4	4	100	11	3	27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	East Indian Railway School, Mogul Sarai ...	7	6	86	4	4	100	7	6	86	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	Station School, Ghâzipur ...	13	12	92	10	10	100	9	9	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24	East Indian Railway School, Cawnpore ...	25	18	72	14	13	93	16	13	81	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	Ordnance Factory School, Cawnpore ...	11	8	73	2	2	100	11	3	27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
26	Station School, Fatehgarh ...	19	12	63	...	...	...	9	4	44	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27	North-Western Railway School, Sahâranpur.	17	12	71	12	5	42	14	8	57	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	208	168	81	82	66	80	137	85	62	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Grand Total ...	968	669	69	207	177	86	804	516	64	233	120	52	207	134	65	32	4	13	5	4	80	...	...	...	41	23	56	181	65	36	...	...	...
	Girls.																																	
	High Schools.																																	
1	Girls' High School, Allahabad ...	107	90	84	101	101	100	80	66	83	25	15	60	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23	11	48
2	Girls' Boarding School, Cawnpore ...	47	36	77	46	46	100	36	22	61	15	11	73	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	8	100
	Total ...	154	126	82	147	147	100	116	88	76	40	26	65	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31	19	61
	Middle Schools.																																	
3	Woodstock Girl's School, Landour ...	84	59	70	82	66	80	75	55	73	29	13	45	16	11	69	...	...	...	...	...	...	2	2	100	11	10	91	...	...	...	...	...	...
4	Diocesan Girls' School, Naini Tal ...	81	60	74	79	74	94	72	41	57	14	1	7	14	8	57	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...
5	Girls' School, Wellesley, Naini Tal ...	57	32	56	50	47	94	55	28	51	16	2	13	2	...	...	...	...	...	4	1	25	...	...	...	6	4	67		...	...	...	...	...
6	St. Patrick's Orphanage, Agra ...	64	49	77	64	64	100	54	47	87	14	14	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	Canning Girls' School, Agra ...	25	16	64	23	23	100	19	13	68	6	2	33	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	St. Mary's Convent School, Allahabad ...	33	24	73	33	26	79	31	22	71	11	4	36	...	...	...	...	...	...	...	...	...	...	...	...	6	5	83	...	...	...	...	...	...
9	LaMartiniére Girls' School, Lucknow ...	66	48	73	66	66	100	55	25	45	17	5	29	...	...	...	17	1	6	...	...	...	1	0	0	...	...	...	...	...	...	...	...	...
10	Loretto Convent School, Lucknow ...	36	27	75	36	27	75	29	15	52	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	446	315	70	433	393	91	390	246	63	112	41	37	32	19	59	17	1	6	4	1	25	3	2	67	23	19	83	5	...	...	...	...	...
	Primary.																																	
11	Catholic Girls' School, Allahabad ...	22	21	95	22	22	100	16	5	31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Grand Total ...	622	462	74	602	562	93	522	339	65	152	67	44	32	19	59	17	1	6	4	1	25	3	2	67	23	19	83	5	...	...	31	19	61
	Grand Total (Boys and Girls) ...	1,590	1,131	71	809	739	91	1,326	855	64	385	187	49	239	153	64	49	5	10	9	5	55	3	2	67	64	42	66	186	65	35	31	19	61

APPENDIX No. IX.

TABLE No. 3.—EUROPEAN SCHOOLS.

Statement showing the position of Schools as tested by the Examination of the Inspector.

Serial number.	Name of school.	Elementary subjects.					Class subjects.			Special subjects.		
		Number examined	A. Passed in 3 subjects.	B. Passed in 2 subjects.	Percentage of A to number of examinees.	Percentage of B to number of examinees.	Number examined.	Number passed.	Percentage of passes.	Number examined	Number passed.	Percentage of passes.
	BOYS.											
	High.											
1	St. George's College, Mussoorie ...	70	33	26	47	37	198	113	57	20	7	35
2	St. Fidelis' School, Mussoorie ...	96	59	33	61	34	281	184	65	68	27	40
3	Diocesan Boys' School, Naini Tal...	98	79	11	81	11	244	191	78	29	6	21
4	St. Peter's College, Agra ...	39	21	14	54	36	108	65	60	17	14	82
5	St. Paul's Orphanage, Agra ...	52	33	13	73	25	130	99	76	16	10	63
6	Boys' High School, Allahabad ...	85	57	23	67	27	220	149	68	29	1	3
7	Memorial School, Cawnpore ...	36	20	14	56	39	99	62	63	15	6	40
	Total ...	476	307	134	64	28	1,280	863	67	194	71	37
	Middle.											
8	North-Western Railway School, Mussoorie.	23	18	4	78	17	46	44	96	2	2	100
9	Boys' School, Stoneleigh, Naini Tal,	53	32	18	60	34	150	82	55	25	14	56
10	Cantonment School, Agra ...	44	15	15	34	34	132	47	36	...	...	...
11	East Indian Railway School, Tundla,	24	11	13	46	54	66	49	74	...	...	...
12	Convent Day School, Allahabad ...	35	17	11	49	31	99	65	66	2	2	100
13	All Saints District School, Allahabad,	30	15	12	50	40	77	43	56	...	..	...
14	Seminary School, Cawnpore ...	17	11	5	65	29	42	36	86	3	2	67
15	East Indian Railway School, Gházi-abad.	13	8	5	23	38	30	19	63	...	...	...
16	St. John's School, Meerut ...	45	16	15	36	33	101	53	52	1	1	100
	Total ...	284	138	98	49	35	743	438	59	33	21	64
	Primary.											
17	Station School, Moradabad ...	10	9	1	90	10	24	18	75	...	...	...
18	East Indian Railway School, Ali-garh.	7	2	3	29	43	17	14	82	...	...	...
19	City Free School, Allahabad ...	56	31	20	55	36	113	82	73	...	...	...
20	Catholic Boys' School, Allahabad...	27	18	5	67	19	42	39	98	...	...	...
21	European School, Benares ...	16	13	2	81	13	31	21	68	...	...	...
22	East Indian Railway School, Mogal Sarai	7	4	3	57	43	18	16	89	...	...	...
23	Station School, Gházipur ...	13	13	...	100	...	32	31	97	...	...	...
24	East Indian Railway School, Cawn-pore,	25	17	6	68	24	55	44	80	...	...	...
25	Ordnance Factory School, Cawnpore,	11	2	3	18	27	24	13	54	...	...	...
26	Station School, Fatehgarh ...	19	7	7	37	37	28	16	57	...	...	...
27	North-Western Railway School, Sa-háranpur.	17	3	8	18	47	43	25	58	...	...	...
	Total ...	208	119	58	57	28	427	319	75	...	...	...
	Grand Total ...	968	564	290	58	30	2,450	1,620	66	227	92	41
	GIRLS.											
	High.											
1	Girls' High School, Allahabad ...	107	74	30	69	28	318	272	87	23	11	48
2	Girls' Boarding School, Cawnpore,	47	37	8	79	17	144	115	80	8	8	100
	Total ...	154	111	38	72	25	457	387	85	31	19	61
	Middle.											
3	Woodstock Girls' School, Landour,	84	54	26	64	31	286	204	71	13	12	92
4	Diocesan Girls' School, Naini Tal ..	81	47	25	58	31	260	184	71	...	...	...
5	Girls' School, Wellesley, Naini Tal,	57	32	19	56	33	180	109	61	10	5	50
6	St. Patrick's Orphanage, Agra ...	64	48	14	75	22	196	174	89	...	...	...
7	Canning Girls' School, Agra ...	25	13	9	52	36	73	54	74	...	...	...
8	St. Mary's Convent School, Allah-abad.	33	18	12	39	36	108	76	70	6	5	83
9	La Martinière Girls' School, Luck-now.	66	38	23	58	35	221	145	65	1	...	...
10	Loretto Convent School, Lucknow,	36	17	14	47	39	106	69	65	...	...	...
	Total ...	446	262	142	59	32	1,430	1,015	71	30	22	73
	Primary.											
11	Catholic Girls' School, Allahabad ..	22	7	10	32	45	60	48	80	...	...	...
	Grand Total ...	622	380	190	61	31	1,947	1,450	74	61	41	67
	Grand Total (Boys and Girls) ...	1,590	944	480	59	30	4,397	3,070	70	288	133	46

APPENDIX No. IX.

TABLE 4.—EUROPEAN SCHOOLS.

Statement showing the previous and revised grants in European Schools.

Name of school.	Previous grant.	Incidence per scholar on average daily attendance.	Grant allowed, *i. e.*, grant passed by this office.	Incidence per scholar on average daily attendance.
BOYS.				
High Schools.	Rs.		Rs.	
1. St George's College, Mussoorie	3,000	40	2,520	33·6
2. St. Fidelis' School, ditto	2,400	19	3,408	27
3 Diocesan Boys' School, Naini Tal	5,880	53·9	4,680	42·9
4. St. Peter's College, Agra	3,000	44 8	2 771	41·3
5. St. Paul's Orphanage, Agra	3,000	42 3	2 786	38·5
6. Boys' High School, Allahabad	6 600	69 5	5,016	52·8
7. Memorial School, Cawnpore	4,800	84·2	3,000	52 6
Total ...	28,680	47·8	24,131	40·2
Middle Schools.				
8. N. W Railway School, Mussoorie	1,200	42 9	873	31 2
9. Boys' School, Stoneleigh, Naini Tal	3,000	62·5	1 748	36·3
10. Cantonment School, Agra	2,220	27·7	1,388	17 3
11. E I. Railway School, Tundla	600	20 7	889	30 7
12. Convent Day School, Allahabad	1,500	37 5	1 052	26 3
13. All Saints' District School, Allahabad	480	6 9	1,470	21
14. Seminary School, Cawnpore	360	18	506	25 3
15 E. I. Railway School, Ghâziabad	360	15·7	455	19·7
16. St. Johns' School, Meerut	1 200	24 5	1,054	21·5
Total ...	10,920	28·2	9,425	24·3
Primary Schools.				
17. Station School, Moradabad	600	75	480	60
18. E. I. Railway, Aligarh	360	51·4	180	25·7
19. City Free School, Allahabad	1,440	22·9	1,388	22
20. Catholic Boys' School, Allahabad	480	12	1,087	27 2
21. European School, Benares	660	25·2	661	25·4
22. E. I. Railway School, Mogul Sarai	360	27·7	302	23·2
23. Station School, Ghâzipur	960	68 6	840	60
24. E. I. Railway School, Cawnpore	360	10	910	25 3
25. Ordnance Factory School, Cawnpore	480	34 3	304	21·7
26. Station School, Fatehgarh	300	27 3	300	27 3
27. N. W. Railway School, Sahâranpur	480	24	448	22·4
Total ...	6,480	25·7	6,900	27·4
Grand Total ...	46,080	37·2	40,456	32·7
GIRLS.				
High Schools.				
1. Girls' High School, Allahabad	4,800	37 2	4,766	36 9
2. Girls' Boarding School, Cawnpore	3,600	70·6	2,640	51 8
Total ...	8,400	46·7	7,406	41·1
Middle Schools.				
3 Woodstock Girls' School, Landour	1,800	25 7	2 834	40 5
4. Diocesan Girls' School, Naini Tal	2,820	38 6	2,208	30 2
5. Girls' School, Wellesley Naini Tal	1,500	34 1	1,255	28·5
6. St. Patrick's Orphanage, Agra	1 800	22·8	2,959	37 5
7. Canning Girls' School, Agra	3,780	121 9	1,400	45 2
8. St. Mary's Convent School, Allahabad	1,500	50	992	33·1
9. La Martinière Girls' School, Lucknow	3,516	65 1	2,916	54
10. Loretto Convent School, Lucknow	1,800	36 7	1,633	38·3
Total ...	18,516	43·1	16,197	37·7
Primary School.				
11. Catholic Girls' School, Allahabad	360	14·4	664	26·6
Grand Total ...	27,276	42·9	24,267	38·2
Grand Total (Boys and Girls) ...	73,356	39·1	64,723	345.

GENERAL TABLES

For the year ending March, 1886.

NOTE ON THE GENERAL TABLES.

As explained in paragraph 10 of the Report, the returns of certain *private* schools were in some Divisions wrongly included in Subsidiary Forms 7 and 9 of last year's Report (Forms intended for *public* schools only) and thence posted into the General Tables under the heading *Public Institutions, Primary Schools under private management*, and this error was not detected in time for correction of the printed tables. The figures therefore for public primary schools under private management and all totals in which these were included are incorrectly given in the General Tables of last year. I have therefore thought it best to reprint the five tables for last year which are affected by the error, and these, and not those published last year, should be used for purposes of comparison.

In the following abstract I give a comparison of the expenditure from public funds, Provincial and Local, of the two years as now shown :—

Comparative Statement of Expenditure from Public Funds (Provincial and Local) *for the year ending* 31*st March.*

	1886.	1885.
Direct Expenditure.	Rs.	Rs.
Colleges	2,52,749	2,73 020
Schools (general)	10,47,568	10,51,859
Ditto (special)	68,309	75,066
Total ...	13,68,621	13,99,945
Indirect Expenditure.		
Direction	40 708	38 945
Inspection	2,45,346	2,32 269
Scholarships	52,415	43,852
Buildings	1,60,365	2,45,941
Apparatus	...	2,712
Miscellaneous	65,641	26,102
Total ...	5,64,475	5,89,821
GRAND TOTAL ...	19,33,096	19 89,766

The difference in the direct expenditure under the head Schools (special) is due mainly to the transfer this year of the charges for scholarships, Rs. 9,100, at the Agra Medical School to the heading "Scholarships." The *scholarship* expenditure is enhanced by this amount. The reduction this year under the head "Inspection" is due chiefly to the return from furlough of a graded Inspector drawing a high salary, whose work during his absence was performed by a cheaper agency. The increase under the head "Miscellaneous" is due to the inclusion of the book depôt expenditure, which was not shown last year.

The following table compares the expenditure from all sources :—

Comparative Statement of Expenditure from all sources for year ending with 31*st March.*

	1886.	1885
Direct Expenditure	Rs.	Rs.
Colleges	3,48,218	3,75,707
Schools (general)	17,13,728	16,69 213
Ditto (special)	74 352	83 011
Total ...	21 36,298	21,27 931
Indirect Expenditure.		
University	11,582	5,636
Direction	40,708	38,945
Inspection	2,45 346	2,32 308
Scholarships	91,183	63,663
Buildings	3,26,428	2,75,686
Apparatus	...	18,410
Miscellaneous	65,641	30,026
Total ...	7 80,888	6,64,674
GRAND TOTAL ...	29,17,186	27,92 605

The decrease under the head Schools (special) is due to the transfer above noted, and to the transfer to the head of secondary schools for girls of a school which had before been classed as a training school. The expenditure under the head "University" is the amount which the Registrar of the Calcutta University has each year expended on the examination of the students from these provinces.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars, in North-Western Provinces and Oudh, at the end of the official year 1885-86.

(For detail see General Table III.)

Area and Population.				Public institutions.							Private institutions.		Grand Total.	Percentage of
				University Education.		*School Education, General.*		*School Education, Special.*		Total of public institutions.				
Total area in square miles.	Number of towns* and villages.	Population.		Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools	All other special Schools.		Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,111·5	Towns* 297	Males ... 22,912,556	Institutions ... For males ...	14	4	587	5,054	11	22	5,692	2,180	4,934	12,806	Institutions to No. of towns and villages. 12·1
			Institutions ... For females,	1	...	22	351	2	1	377	...	118	495	·5
	Villages, 105,124	Females, 21,195,313	Total ...	15	4	609	5,405	13	23	6,069	2,180	5,052	13,301	12·6
	Total 1,05,421	Total ... 44,107,869	Scholars, Males ...	992	281	63,145	1,77,854	376	1,495	244,143	22,051	55,523	3,21,717	Male scholars to male population of school-going age † 9·4
			Scholars, Females,	2	...	1,668	9,393	4	120	11,187	...	1,288	12,475	Female scholars to female population of school-going age † ·4
			Total ...	994	281	64,813	1,87,247	380	1,615	255,330	22,051	56,811	3,34,192	5·1

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A municipality, whatever its population, is entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population. The number of scholars on the rolls on 31st March is shown.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh for the official year 1885-86.

(For detail see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.							Total expenditure on Public Instruction.
	University Education		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools	Primary Schools.	Training Schools.	All other special Schools.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males ...	2,03,939	1,42,707	8,61,677	5,69,994	46,616	26,278	18,51,211	11,582	40,708	2,45,346	90,735	2,56,848	65,641	7,10,860	25,62,071
For females ...	1,572	...	1,85,772	96,285	138	1,320	2,85,087	...	...	...	448	69,580	...	70,028	3,55,115
Total ...	2,05,511	1,42,707	10,47,449	6,66,279	46,754	27,598	21,36 298	11,582	40,708	2,45,346	91,183	3,26,428	65,641	7,80,888	29,17,186
2. (a) Percentages* of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction ...	19·4	23·2	19·6	2·2	...	3·2	67·6	...	6·9	...	4·0	13·4	8·1	32·4	100
(b) Percentages* of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction ...	·2	...	28·4	39·9	3·4	·3	72·2	...	...	18·2	2 2	6·1	1·3	27·8	100
(c) Percentages* of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction ...	6 7	...	47·7	36·5	...	·1	91·0	...	...	...	7·7	1·3	...	9·0	100
(d) Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction ...	7·0	4 9	35·9	22·8	1·6	1·0	73·2	·4	1·4	8·4	3 1	11·2	2·3	26·8	100

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are calculated from the figures given in columns *7a*, *7b*, *7c*, respectively, of General Table IV.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh, for the official year 1885-86.—(concluded.)

(For details see General Table IV.)

		Total Direct Expenditure on Public Instruction.							
		University Education.		*School Education, General.*		*School Education, Special*		Total.	Remarks.
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.		
1		2	3	4	5	6	7	8	9
		Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p	
3. Average annual cost * of educating each pupil in—									* The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.
Departmental Institutions.	Cost to Provincial Revenues ...	133 15 2	...	23 4 9	...	...	...	80 13 2	
	Total cost ...	147 12 2	...	32 11 2	...	.	...	92 8 3	
Local Fund Schools.†	Cost to Local Funds ...	210 10 4	...	7 1 6	2 15 10	118 9 8	...	4 0 8	† The average cost of each pupil in Local Fund and Municipal Schools is obtained from the figures given in General Table VII.
	Total cost ...	221 14 8	...	8 14 1	3 0 8	118 11 8	...	4 7 2	
Municipal Schools †	Cost to Municipal Funds ...	...	...	7 9 11	3 14 10	...	...	4 8 5	
	Total cost ...	...	...	9 15 1	4 2 7	...	...	5 1 8	
Other Departmental Institutions.	Cost to Provincial Revenues ...	...	679 11 1	...	...	...	19 0 10	130 5 11	
	Cost to Local Funds ...	...	...	...	...	...	3 6 1	2 12 7	
	Total cost ...	...	702 0 10	...	...	...	24 15 3	139 0 8	
Aided Institutions.	Cost to Provincial Revenues ...	101 0 3	19 3 4	6 3 8	1 3 8	...	...	5 6 4	
	Cost to Local & Municipal Funds,	16 1 8	...	5 10 5	3 11 1	26 1 4	4 7 9	5 0 6	
	Total cost ...	295 9 0	44 4 11	37 0 9	12 1 11	91 11 9	12 2 10	30 7 4	
Unaided Institutions...	Total cost ...	551 13 8	46 4 3	15 3 7	4 14 1	...	...	15 6 3	
All Institutions.	Cost to Provincial Revenues ...	116 14 2	512 3 11	1 13 2	0 1 1	...	15 2 2	1 9 2	
	Cost to Local & Municipal Funds,	7 12 5	...	6 10 1	3 6 7	113 4 4	3 9 8	4 2 1	
	Total cost ...	210 12 5	536 7 10	16 9 9	3 9 5	117 2 10	22 5 3	8 7 11	

EDUCATION—GENERAL TABLE III.

(a)—Return of Colleges, Schools, and Scholars in the North-Western Provinces and Oudh for the official year 1885-86.

Class of institutions.	PUBLIC INSTITUTIONS. Under Public Management. Maintained by the Department. Number of institutions.	Number of scholars on the rolls on 31st March, 1886.	Average number on the rolls monthly during the year.	Average daily attendance.	Maintained by Local Fund and Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March, 1886.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
University Education.								
Arts Colleges.								
English	2	175	175	157	1	11	12	10
Oriental	1	458	439	404	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Total ...	3	633	614	561	1	11	12	10
School Education, General.								
Secondary Schools.								
For boys ... English ...	1	514	504	450	42	8,581	8,555	7,163
For boys ... Vernacular ...	1	60	63	52	433	37,219	35,640	29,861
For girls ... English ...	...	...	...	...	...	...	...	...
For girls ... Vernacular ...	...	...	...	...	...	...	...	...
Total ...	2	574	567	502	475	45,800	44,195	37,024
Primary Schools.								
For boys	...	...	...	...	4,915	1,71,050	1,69,687	1,36,267
For girls	...	...	...	...	170	3,796	3,761	2,862
Total ...	...	...	...	...	5,085	1,74,846	1,73,448	1,39,129
School Education, Special.								
Schools for Special Instruction.								
Training Schools for Masters,	...	...	...	...	10	353	372	343
Training Schools for Mistresses.	...	...	...	...	2	4	4	4
Medical Schools ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Industrial Schools. For males ...	...	...	...	...	...	...	...	...
Industrial Schools. For females,	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	12	357	376	347
Total of Colleges and Schools of Public Instruction.	5	1,207	1,181	1,063	5,573	2,21,014	2,18,031	1,76,510

EDUCATION—GENERAL

(a)—*Return of Colleges, Schools, and Scholars in the North-*

Class of Institutions.	PUBLIC INSTITUTIONS—(*concluded*). Under Public Management. A—Aided by Department. B—Maintained by other Departments. Number of institutions.	Number of scholars on the rolls on 31st March, 1886.	Average number on the rolls monthly during the year.	Average daily attendance.	Under Private Management. Aided by the Department or by Local Fund or Municipal Board. Number of institutions.	Number of scholars on the rolls on 31st March, 1886.	Average number on the rolls monthly during the year.	Average daily attendance	Unaided. Number of institutions.	Number of scholars on the rolls on 31st March, 1886.	Average number on the rolls monthly during the year.	Average daily attendance.
	10	11	12	13	14	15	16	17	18	19	20	21
Arts Colleges.												
University Education. English	...	...	...	...	4	228	216	198	(b)6	34	35	35
Oriental	...	...	...	...	1	88	98	76	...	..	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	A1	61	45	38	1	48	52	32	1	18	15	12
Engineering ...	B1	154	154	154	...	...	...	...	...	...	...	...
Total ...	2	215	199	192	6	364	366	306	7	52	50	47
Secondary Schools.												
School Education, General. For boys, English ...	...	...	...	...	78	13,730	13,484	10,943	9	909	1,000	703
For boys, Vernacular,	...	...	...	...	14	1,234	1,255	1,066	9	898	859	660
For girls, English ...	...	...	...	...	17	1,443	1,464	1,365	8	68	68	59
For girls, Vernacular,	...	...	...	...	2	157	156	137	...	...	...	...
Total ..	...	...	.	...	111	16,564	16,359	13,511	21	1,875	1,927	1,422
Primary Schools.												
For boys	...	...	...	...	93	5,182	4,964	4,026	43	1,622	1,607	1,300
For girls	...	...	...	...	173	5,411	5,318	4,359	8	186	194	134
Total ...	...	...	...	...	266	10,593	10,282	8,385	54	1,808	1,801	1,434
Schools for Special Instruction												
School Education, Special. Training Schools for Masters.	...	...	...	...	1	23	23	20	...	...	...	...
Training Schools for Mistresses.	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	B 1	105	109	100	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools, For males ...	...	...	...	...	1	66	62	60	...	...	...	...
Industrial Schools, For females,	...	...	...	...	1	120	120	120	...	...	...	...
Other Schools ...	B 19	1,232	873	536	1	92	72	68	...	...	...	...
Total ...	20	1,337	982	636	4	301	277	268	...	...	...	...
Total of Colleges and Schools of Public Instruction.	22	1,552	1,181	828	387	27,842	27,284	22,470	82	3,735	3,778	2,903

Private Institutions ...
1. Advanced Teaching—
(a) Arabic or Persian ... ...
(b) Sanskrit ... ...
(c) Oriental Classic unspecified ... ...
2. Elementary, teaching a Vernacular only or mainly { For boys ... ; „ girls ... }

Total ...

GRAND TOTAL ...

1.—The term *classical language* in column 25 includes

TABLE III—(*concluded*).

Western Provinces and Oudh for the official year 1885-86.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March, 1886	Number of Scholars on the 31st March, 1886, learning			Classification of Scholars on the 31st March, 1886, according to Race or Creed.					Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native christians.	Hindus.	Muhammadans.	Unspecified.	
22	23	24	25	26	27a	27b	27c	27d	27e	28
13	448	446	361	3	18	7	360	63	...	
2	546	42	505	41	...	...	495	51	...	
8	127	79	...	..	3	5	108	11	...	(a) This table includes the statistics of the Civil Engineering College, Roorkee, and the Agra Medical School, which, are not taken into account in the body of the Report.
1	154	...	...	...	60	2	73	19	...	
19	1,275	567	866	44	81	14	1,036	144	...	
130	23,734	22,381	11,284	13,156	1,000	897	17,145	4 678	11	(b) Including the College department for girls attached to the Girls' High School, Allahabad, attended by three girls.
457	39,411	394	5,554	32,552	...	57	30,134	9,220	...	
20	1 511	1,348	330	1,012	901	573	37	...	...	
2	157	36	44	220	...	151	3	...	...	
609	64,813	24,159	17,212	52,940	1,901	1,681	47,319	13,898	14	
5 054	177,854	3 163	7,676	180,130	163	605	152,231	27,821	31	
351	9,393	520	141	9,574	173	1,041	5,111	3,068	...	
5,405	187,247	3,683	7,817	189,704	336	1,646	157,342	27,889	34	
11	376	...	31	649	...	23	267	86	...	
2	4	...	...	4	...	..	4	...	...	
1	105	...	...	...	1	22	41	41	...	
...	...	...	...	...	...	...	...	...	...	
1	66	...	...	132	...	66	...	...	...	
1	120	...	...	...	...	120	...	...	...	
20	1,324	20	...	1,309	...	...	1,257	67	...	
36	1,995	20	31	2,094	1	231	1,569	194	...	258 girls in Boys' schools.
6,069	255,330	28,429	25,926	244,782	2.319	3,572	207,266	42,125	48	218 boys in Girls' schools.
1,573	14,373	...	14 373	...	...	...	12,566	9 417	63	
567	7,381	...	7,381							
40	297	...	297							
4,934	55,523	1,019	21,462	34,111	1	349	36,744	18,372	57	
118	1,288	10	400	881	1	53	548	686	...	11 girls in boys' schools.
7,232	78,862	1,029	43,913	34,998	2	402	49,858	28,475	125	
13,301	334,192	29.458	69,839	279,780	2,321	3,974	257,124	70,600	173	209 Total girls in Boys' schools. 218 " boys in Girls' schools.

European and Oriental classical languages.

EDUCATION—GENE

Return of Expenditure on Public Instruction in North-

Object of expenditure.	PUBLIC IN						
	UNDER PUBLIC						
	Maintained by the Department.						
	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	3d	2e	2f	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts College							
UNIVERSITY EDUCATION. English ...	68,313	...	...	7,268	...	979	76,590
Oriental ...	13,931	...	...	...	...	234	14,165
Colleges or Departments of Colleges for Professional Training.							
Law ...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...
Total ...	82,244	...	...	7,268	...	1,213	90,725
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For boys ... English ...	11,703	...	...	5,330	...	...	17,033
Vernacular ...	1,506	...	...	...	...	...	1,506
" girls ... English ...	...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...	...
Total ...	13,209	...	...	5,330	...	...	18,539
Primary Schools.							
For boys ...	...	...	...	...	...	...	...
" girls ...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Schools for Special Instruction							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
Ditto for Mistresses ...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...
Industrial School for males ...	...	...	...	...	...	...	...
Ditto for females ...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
University ...	...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges ...	5,822	...	36	...	...	3,556	9,414
Professional Colleges,	...	...	...	...	...	...	...
Secondary Schools ...	449	1,122	...	...	...	48	1,619
Primary Schools ...	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Buildings ...	59,694	...	...	...	...	...	59,694
Miscellaneous ...	...	...	...	...	...	...	...
Total ...	65,965	1,122	36	...	...	3,604	70,727
Total expenditure on Public Instruction.	1,61,418	1,122	36	12,598	...	4,817	1,79,991

RAL TABLE IV.

Western Provinces and Oudh, for the official year 1885-86.

STITUTION.

MANAGEMENT.

Maintained by Local Fund and Municipal Boards.							*A.—Aided by the Department. B.—Maintained by other Departments.*						
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
...	2,528	...	135	...	...	2,663	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	A 350	...	...	2,950	1,500	...	4,800
...	...	...	...	...	...	...	B 1,34,909	...	...		...	...	1,34,909
...	2,528	...	135	...	...	2,663	1,35,259	...	...	2,950	1,500	...	1,39,709
...	1,67,832	11,427	39,679	1,300	5,364	2,25,602	...	...	...	...	...	...	...
...	1,40,054	6,458	17,200	1,612	2,506	1,67,830	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3,07,886	17,885	56,879	2,912	7,870	3,93,432	...	...	...	...	...	...	...
...	4,89,288	19,074	3,739	1,504	1,101	5,14,706	...	...	...	...	...	...	...
...	16,647	1,247	...	252	7	18,153	...	...	...	...	...	...	...
...	5,05,935	20,321	3,739	1,756	1,108	5,32,859	...	...	...	...	...	...	...
...	44,476	...	15	...	15	44,506	...	...	...	...	...	...	...
...	120	...	...	...	18	138	...	...	...	...	...	...	...
...	...	...	...	...	...	...	B 14,988	...	...	...	...	...	14,988
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	B 3,724	3,321	...	2,471	...	...	9,516
...	44,596	...	15	...	33	44,644	18,712	3,321	...	2,471	...	...	24,504
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
200	...	223	...	...	162	590	...	...	...	...	...	...	...
...	...	...	...	...	...	...	600	...	192	...	...	1,749	2,541
4,368	26,283	3,425	...	...	1,967	36,103	...	...	...	...	...	...	...
...	240	148	...	...	...	388	...	...	...	...	...	...	...
36	...	...	...	...	...	36	9,100	...	1,240	...	...	488	10,828
...	79,158	928	214	1,600	1,867	83,767	B 7,320	...	...	...	...	...	7,320
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,604	1,05,681	4,789	214	1,600	3,996	1,20,884	17,020	...	1,432	...	...	2,237	20,689
4,604	9,66,636	42,995	60,962	6,268	13,007	10,94,482	1,70,991	3,321	1,432	5,421	1,500	2,237	1,84,902

EDUCATION—GENE

Return of Expenditure on Public Instruction in North-

Object of Expenditure.	PUBLIC INS						
	UNDER PRIVATE						
	Aided by the Department or by local Fund or Municipal Boards						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources	Total.
1	5a	5b	5c	5d	5e	5f	5
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. English ...	29,186	...	5,058	6,020	1,215	45,490	86,969
Oriental ...	2,533	...	...	19	...	3,287	5 839
Colleges or Departments of Colleges for Professional Training.							
Law ...	999	...	...	505	...	800	2,304
Engineering ...	...	...	...	...	...	...	...
Total ...	32,718	...	5 058	6,544	1,215	49.577	95,112
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... English ...	70,376	64 292	16,974	88,490	28,190	1,42 893	4,11,229
For Boys ... Vernacular ...	1,·00	2 700	464	1,120	2 262	2 887	10 632
„ Girls ... English ...	30,339	6,600	240	64 729	5,225	78 839	1,80,972
„ Girls ... Vernacular ...	...	1,260	...	...	...	2,040	3,300
Total ...	1,01,915	74,852	17,677	1,54,339	35,686	2,21.664	6,06,133
Primary Schools.							
For Boys ...	4 888	12,382	5,396	4,749	9,747	10,056	47,218
„ Girls ...	7,762	18,734	1,490	3,125	16,522	29,773	77 406
Total ...	12,650	31,116	6,886	7,874	26,269	39,829	1,24,624
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	600	...	...	...	1,510	2,110
Ditto for Mistresses,	...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...
Medical Schoo's ...	...	...	...	...	...	...	...
Industrial Schools for Males ...	...	600	...	...	...	504	1,104
Ditto for Females ...	...	480	...	...	...	840	1,320
Other Schools ...	...	...	60	147	384	79	670
Total ...	...	1,680	60	147	384	2,933	5,204
University ...	...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	10 946	12,678
Scholarships held in ... Arts Colleges ...	1,592	16	124	...	...	...	...
Professional Colleges ...	...	...	...	...	...	12,301	15,204
Secondary Schools ...	1,091	1,496	316	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Buildings ...	11,600	2,593	...	3,983	70,634	86,837	1,75,647
Miscellaneous ...	...	...	...	...	...	...	...
Total ...	14,283	4,105	440	3,983	70,634	1,10,084	2,03,529
Total expenditure on public inst u tion.	1,61,566	1,11,753	30,121	1,72,887	1,34,188	4,24,087	10,34,602

(*a*) This is the sum expended by the Calcutta University in
(*b*) Includes Rs. 4,445 on account of prizes formerly shown
(*c*) Includes Rs. 630 from
(*d*) Includes Rs. 48 from
(*e*) Includes Rs. 34,018 on account of Book

RAL TABLE IV.—(*concluded*).

Western Provinces and Oudh, for the official year 1885-86.

TITUTIONS									
MANAGEMENT.				TOTAL EXPENDITURE FROM—					
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.
6a	6b	6c	6	7a	7b	7c	7d	7e	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,000	9,506	8,809	19,315	97,529	2,528	5,058	14,423	65,999	1,85 537
...	...	...	...	16,434	...	...	19	3,521	19,974
694	...	...	694	1,349	...	...	4,149	2,300	7,798
...	...	...	...	1,34 909	...	...	...	...	1 34,909
1,694	9,506	8,809	20,009	2,50,221	2,528	5,058	18,591	71,820	3,48,218
2,957	4,685	11,470	19,112	82,079	2,32,124	28,401	1,36,456	1,93,916	6,72 976
811	688	7,234	8,733	2,706	1,42 754	6,921	19,131	17,189	1,88,701
...	...	1,500	1,500	30,339	6 600	240	64,729	80,564	1,82,472
...	...	...	...	..	1,260	...	...	2,040	3,300
3,768	5,373	20,204	29,345	1,15,124	3,82,738	35,562	2,20,316	2,93,709	10 47,449
421	2,922	4,727	8,070	4,888	5,01,670	24,470	8,909	30,057	5,69,994
2	...	724	726	7,762	35,381	2,737	3,127	47,278	96,285
423	2,922	5,451	8,796	12,650	5,37,051	27,207	12,036	77,335	6,66,279
...	...	...	...	...	45,076	...	15	1,525	46,616
...	...	...	...	...	120	...	...	18	138
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	14,988	...	...	...	...	14,988
...	...	...	...	...	600	...	...	504	1,104
...	...	...	...	.	480	...	...	840	1,320
...	...	...	...	3,724	3,321	60	2,613	463	10,186
...	...	...	...	18,712	49,597	60	2,633	3,350	74,352
...	...	...	...	...	...	...	(a) 11,582	...	11,582
...	...	...	...	40,708	...	...	...	...	40 708
...	...	...	...	..	(b)2,45,346	...	...	...	2,45,346
...	...	(c) 1,494	1,494	7,614	16	388	...	16,158	24,176
...	...	...	...	600	...	192	...	1,749	2,541
...	...	(d) 288	288	5 908	28,901	3,801	...	14,604	53,214
...	...	...	...	...	240	148	...	...	388
..	...	...	...	9,136	...	1,240	...	488	10,864
...	...	...	...	78,614	81,751	928	4,197	1,60,938	3,26,428
...	...	...	...	(e) 47,522	18,119	...	...	...	65,641
...	...	1,782	1,782	1,90,102	3,74,373	6,697	15,779	1,93,937	7,80,888
5,885	17,801	36,246	59,932	5,86,809	13,46,287	74,584	2,69,355	6,40,151	29,17,186

examining students from the Colleges of these Provinces.
under head Miscellaneous.
Provincial Funds.
Provincial Funds.
Depôt charges. The Depôt is now closed.

Return of the Stages of Instruction of pupils in Public Schools for General Edu

Class of Schools.		Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
				Boys.	Girls.	Total.	Boys	Girls	Total.
Secondary Schools.									
For Boys ... Departmental,	English ...	1	514	84	...	84	108	...	108
	Vernacular,	1	60	40	...	40	20	...	20
Local Fund ...	English ..	36	8,207	653	...	653	1,778	...	1,778
	Vernacular,	429	36,672	128	...	128	6,504	...	6,504
Municipal ...	English ...	6	374	...	...	...	38	...	38
	Vernacular,	4	547	...	...	...	55	...	55
Aided ...	English ...	78	13,730	831	...	831	2,438	...	2,438
	Vernacular,	14	1,234	58	...	58	155	...	155
Unaided ...	English ...	9	909	41	...	41	173	...	173
	Vernacular,	9	898	48	...	48	192	...	192
Total ...		587	63,145	1,883	...	1,883	11,461	...	11,461
For Girls... Aided ...	English ...	17	1,443	...	32	32	...	331	331
	Vernacular,	2	157	...	...	...	...	25	25
Unaided ...	English ..	3	68	...	5	5	...	3	3
Total ...		22	1,668	...	37	37	...	359	359
Total, Secondary Schools ...		609	64,813	1,883	37	1,920	11,461	359	11,820
Primary Schools.									
For Boys ... Local fund ..	...	4,810	167,021	...	...	...	...	...	...
Municipal ...	...	105	4,029	...	...	...	...	...	...
Aided ...	...	93	5,182	...	...	...	...	...	...
Unaided ...	...	46	1,622	...	...	...	...	...	...
Total ...		5,054	177,854	...	...	...	...	...	...
For Girls ... Local Fund ...	...	160	3,535	...	...	...	...	...	...
Municipal ...	...	10	261	...	...	...	...	...	...
Aided ...	...	173	5,411	...	...	...	...	...	...
Unaided ...	...	8	186	...	...	...	...	...	...
Total ...		351	9 393	...	...	...	...	...	...
Total, Primary Schools ...		5,405	187,247	...	...	...	...	...	...
Grand Total ...		6,014	252,060	1,883	37	1,920	11,461	359	11,820

(a) Includes 18 of whom

RAL TABLE V.

cation in North-Western Provinces and Oudh, at the end of the official year 1885-86.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
197	...	197	125	...	125	...	...	...	514	...	514
...	...	...	...	...	...	...	...	...	60	...	60
2,234	...	2,234	3,542	...	3,542	...	...	...	8,207	...	8,207
8,201	...	8,201	20,019	...	20,019	1,820	...	1,820	36,672	...	36,672
82	...	82	254	...	254	...	...	...	374	...	374
114	...	114	352	...	352	26	...	26	547	...	547
2,962	..	2,962	7,106	...	7,106	393	...	393	13,730	...	13,730
223	...	223	681	...	681	117	...	117	1,234	...	1,234
154	...	154	538	...	538	3	...	3	909	...	909
165	...	165	401	...	401	74	...	74	(a) 898	...	(a)898
14,332	...	14,332	33,018	...	33,018	2,433	...	2,433	(a)63,145	...	(a)63,145
...	606	606	...	456	456	...	18	18	...	1,443	1 443
...	35	35	...	89	89	...	8	8	...	157	157
...	14	14	...	22	22	...	24	24	...	68	68
...	655	655	...	567	567	...	50	50	...	1,668	1,668
14,332	655	14,987	33,018	567	33,585	2,433	50	2,483	(a 63,145	1,668	(a)64,813
32,740	...	32,740	1,24,797	...	124 797	9,484	...	9,484	167,021	...	167,021
385	...	385	3 243	..	3,243	451	...	451	4,029	...	4 029
541	...	541	4,256	...	4,256	385	...	385	5,182	...	5,182
157	...	157	1,270	...	1,270	195	...	195	1,622	...	1,622
33,773	...	33,773	133,566	...	133,566	10,515	...	10,515	177,854	...	177,854
...	215	215	...	2,711	2,711	...	609	609	...	3,535	3,535
...	4	4	...	240	240	...	17	17	...	261	261
...	433	433	...	4,719	4,719	...	259	259	...	5,411	5,411
...	...	...	...	81	81	...	105	105	...	186	186
...	652	652	...	7,751	7,751	...	990	990	...	9,393	9,393
33,773	652	34,425	133,566	7,751	141,317	10,515	990	11,505	177,854	9,393	187,247
48,105	1,307	49,412	166,584	8,318	174,902	12,948	1,040	13,988	(a) 240,999	11,061	(a) 252,060

no details are given.

EDUCATION, GENE

Return showing the Results of Prescribed Examinations in North-

Nature of Examination.	Number of Institutions sending Examinees.				Number of		
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.
1	2	3	4	5	6	7	8
Arts Colleges—							
1. Master of Arts	1	1	...	2	6	2	...
2. Bachelor of Arts	2	3	2	7	37	40	7
3. B. Sc.							
4. First B. A.							
First B. Sc.							
First Arts	3	4	5	12	58	76	15
Previous Examination							
Engineering—							
Roorkee College Examinations—							
1. Engineers					8	...	...
2. Upper Subordinates					25	...	...
3. Lower Subordinates					43	...	...
4. College Entrance Examination or Matriculation — Engineering ...	1	...	...	1	20	...	...
Upper Subordinates ...					66	...	...
Lower Subordinates ...					267	...	...
Matriculation ... — Boys ...	24	32	4	60	301	318	26
Girls ...	...	5	...	5	...	16	...
Public Service Certificate Examination. — English ...	37	51	15	103	792	705	...
Vernacular ...	403	26	...	429	2,105	136	...
Schools of Special Instruction—							
1. Training School Examination for Masters. — Upper ...	10	...	...	10	480	...	...
Lower ...							
2. Training School Examination for Mistresses. — Upper ...	...	...	...	...	...	...	...
Lower ...	...	...	...	...	...	...	...
3. Acharya Examination	2	...	...	2	19	...	...
4. Madhyama Pariksha Examination ...					18	...	...
5. Prathama Pariksha Examination ...	4	...	4	8	58	...	6

RAL TABLE VI—1886.

Western Provinces and Oudh, during the official year 1885-86.

Examinees.		*Number passed.*					*Race or Creed of passed Scholars.*			
Private students.	Total.	Institutions under public management	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.
9	10	11	12	13	14	15	16*a*	16*b*	16*c*	16*d*
...	8	1	1	...	...	2	...	...	2	...
...	84	23	23	5	...	51	2	...	42	7
15	161	33	44	13	1	91	9	...	64	18
...	8	4	...	...	...	4	No details of race or creed of candidates from Roorkee College supplied.			
...	25	22	...	...	...	22				
...	43	33	...	...	...	33				
...	20	13	...	...	...	13				
...	66	29	...	...	...	29				
...	167	50	...	...	...	50				
58	703	181	90	6	4	231	19	...	176	36
...	16	...	7	...	...	7	5	2	...	...
511	2,008	403	259	...	123	785	...	15	594	176
1,082	3,323	1,045	45	...	154	1,244	...	...	920	324
...	480	133	...	...	...	133	...	...	199	65
		131	...	...	...	131				
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	19	15	...	...	...	15	...	...	15	...
...	18	18	...	...	...	13	...	...	13	...
...	64	42	...	4	...	46	...	...	46	...

EDUCATION, GENE

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.	Expenditure of Local Fund — In Institutions maintained: Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.
1	2	3	4	5	6	7
					Rs.	Rs.
Arts Colleges.						
University Education — English	1	11	12	10	...	2,528
University Education — Oriental	...	...	...	...	...	...
Total ...	1	11	12	10	...	2,528
Secondary Schools.						
School Education, General — For Boys ... English	36	8 207	8,199	6,883	...	1,67,592
School Education, General — For Boys ... Vernacular	429	36,672	35,162	29,463	...	1,40,054
School Education, General — For Girls ... English	...	...	...	...	...	...
School Education, General — For Girls ... Vernacular	...	...	...	...	...	...
Total ...	465	44 879	43,361	36,346	...	3,07,646
Primary Schools.						
School Education, General — For Boys	4,810	1,67,021	165,659	132,942	...	4,89,286
School Education, General — For Girls	160	3,535	3,498	2,657	...	16,467
Total ...	4,970	170,556	169,157	135,599	...	5,05,753
Schools for Special Instruction.						
School Education, Special — Training Schools for Masters	10	353	372	343	...	44,476
School Education, Special — Ditto for Mistresses	2	4	4	4	...	120
School Education, Special — Industrial schools — For Males	...	...	...	...	...	...
School Education, Special — Industrial schools — For Females	...	...	...	...	...	...
School Education, Special — Other Schools	...	...	...	...	...	...
Total ..	12	357	376	347	...	44,596
Inspection	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	200	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	4,368	26,247
Scholarships held in — Primary Schools	...	...	...	...	...	240
Scholarships held in — Special Schools other than Training Schools.	...	...	...	...	36	...
Buildings	...	...	...	...	...	79,158
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	4,604	1,05,645
Grand Total ...	5,448	215,823	212,906	172,302	4,604	9,66,168

In Institutions maintained.

RAL TABLE VII.

Instruction in the North-Western Provinces and Oudh, for the official year 1885-86.

Boards on Public Instruction.								Total Local Fund Expenditure on Public Instruction.
by Local Fund Boards.					*In Institutions maintained by*			
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	135	...	...	2,663	...	...	...	2,528
...	...	...	...	...	...	...	...	...
...	135	...	...	2,663	...	...	...	2,528
6,959	39 192	740	5,360	2,19,843	...	240	64,292	2,32,124
4,569	16,556	1,612	2,506	1,65,297	...	...	2,700	1,42,754
...	...	...	...	...	...	...	6,600	6 600
...	...	...	...	...	...	...	1,260	1,260
11,523	55,748	2,352	7,866	3,85,140	...	240	74,852	3,82,738
3,255	3,438	981	1,101	4,98,061	...	2	12 382	5,01,670
204	...	252	7	16,930	...	180	18,734	35,381
3,459	3,438	1,233	1,108	5,14,991	...	182	31,116	5,37,051
...	15	...	15	45,506	...	...	600	45,076
...	...	...	18	138	...	...	...	120
...	...	...	...	...	...	...	600	600
...	...	...	...	...	...	...	480	480
...	...	...	...	...	...	...	(a) 3,321	3,321
...	15	...	33	44,644	...	...	5 001	49,597
...	...	...	...	...	...	...	...	2,45,846
228	...	...	162	590	...	...	16	16
...	...	...	...	...	...	...	...	...
3,475	...	...	1,967	36,057	1,122	36	1,496	28,901
...	...	...	...	240	...	...	...	240
...	...	...	...	36	...	...	...	...
928	214	1,600	1,867	83,767	...	...	2,593	81 751
...	...	...	...	...	...	...	...	18,119
4,631	214	1,600	3,996	1,20,690	1,122	36	4,105	3,74,373
19,618	59,550	5,185	13,003	10,68,128	1,122	458	1,15,074	13,46,287

by other Departments.

EDUCATION, GENE

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.				Expenditure of Municipal Boards In Institutions maintained				
				Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Municipal rates.
1				17	18	19	20	21
	Arts Colleges.							Rs.
University Education.	English	... ...	...	...	...	...	...	...
	Oriental	... ...	...	...	...	...	...	...
	Total		...	...	...	...	...	...
	Secondary Schools.							
School Education, General.	For Boys	English ...	...	6	374	356	280	4,468
		Vernacular ...	...	4	547	478	398	1,889
	For Girls	English ...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...
	Total		...	10	921	834	678	6,357
	Primary Schools.							
	For Boys	... ...	...	105	4,029	4,028	3,325	15,819
	For Girls	... ...	...	10	261	263	205	1,043
	Total		...	115	4,290	4,291	3,530	16,862
	Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters ..		...	...	...	...	...	...
	Ditto for Mistresses		...	...	...	...	...	...
	Industrial Schools ..	For Males	...	...	...	...	...	...
		For Females	...	...	...	...	...	...
	Other Schools ...	...	...	...	...	...	...	...
	Total		...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...	..
Scholarships held in ...	Arts Colleges		...	...	...	...	...	...
	Professional Colleges		...	...	...	...	...	...
	Secondary Schools		...	...	...	...	...	10
	Primary Schools		...	...	...	...	...	148
	Special Schools other than Training Schools.		...	...	...	...	...	...
Buildings ...	...	...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...	...
Total			...	...	...	...	...	158
GRAND TOTAL			...	125	5,211	5,135	4,208	23,377

(a) In institutions maintained

RAL TABLE VII.—(*concluded*).

Instruction in the North-Western Provinces and Oudh, for the official year 1885-86.

ON PUBLIC INSTRUCTION.									
by Municipal Boards.					*In Institutions maintained by*			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private persons or Associations.		
22	23	24	25	26	27	28	29	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	5,058	5,058	7,586
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	5,058	5,058	7,586
240	487	560	4	5,759	...	6,959	16,974	28,401	2,60,525
...	644	...	...	2,533	...	4 569	463	6,921	1,49,675
...	...	...	...	...	...	...	240	240	6,840
...	...	...	...	...	...	...	...	...	1,260
240	1,131	560	4	8,292	...	11,528	17,677	35,562	4,18,300
2	301	523	...	16,645	...	3,255	5,396	24 470	5,26,140
180	...	...	...	1,223	...	204	1,490	2,737	38,118
182	301	523	...	17,868	...	3,459	6,886	27 207	5,64,258
...	...	...	...	...	...	...	...	...	45,076
...	...	...	...	...	...	...	...	...	120
...	...	...	...	...	...	...	...	...	600
...	...	...	...	...	...	...	...	...	480
...	...	...	...	...	...	...	60	60	3,381
...	...	...	...	...	...	...	60	60	49,657
...	...	...	...	...	...	...	...	...	2,45,346
...	...	...	...	...	36	228	124	388	404
...	...	...	...	...	(a) 192	...	...	192	192
36	...	...	...	46	...	3,475	316	3,861	32,702
...	...	...	...	148	...	...	...	148	388
...	...	...	...	...	(a) 1,240	...	...	1,240	1,240
...	...	...	...	...	...	928	...	928	82,679
...	...	...	...	...	...	...	...	...	18,119
36	...	...	...	194	1,468	4,631	440	6,697	3,81,070
458	1,432	1,083	4	26,354	1,468	19,618	30,121	74,584	14,20,871

by other Departments.

REVISED GENERAL TABLES,

For the year ending March, 1885.

EDUCATION, GENERAL TABLE I.

Revised Abstract Return of Colleges, Schools, and Scholars in North-Western Provinces and Oudh, at the end of the official year 1884-85.

(For details see General Table III.)

Area and population.				Public Institutions.							Private Institutions.			
				University Education.		*School Education, General.*		*School Education, Special.*						
Total area in square miles.	Number of towns* and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,111·5	Towns*... 297	Males ... 22,912,556	Institutions. For males,	14	4	566	5,139	11	13	5 747	1,757	4,895	12,399	Institutions to No. of towns and villages. 11·76
			For females,	...	...	16	326	3	1	346	...	57	403	·38
	Villages, 105,124	Females... 21,195,313	Total ...	14	4	582	5,465	14	14	6,093	1,757	4,952	12,802	12·14
	Total... 105,421	Total ... 44,107,869	Scholars. Males ...	930	266	61,473	185,396	399	891	249,355	23,790	54,259	327,404	Male scholars to male population of school-going age.† 9 53
			Females ...	...	...	1,354	9,155	96	141	10,746	...	1,256	12,002	Female scholars to female population of school-going age.† ·38
			Total ...	930	266	62,827	194,551	495	1,032	260,101	23,790	55,515	339,406	5·13

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, is entered as a town.
† The population of school-going age is taken at 15 per cent. of the whole population. The number of scholars on the rolls on the 31st March is shown.

EDUCATION, GENERAL TABLE II.

Revised Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh for the official year 1884-85.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.
	University education.		*School education, General.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools	Primary Schools.	Training Schools.	All other special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	2,31,066	1,44,641	8,18,289	6,02,127	47,641	27,576	18,71,340	5,636	38,945	2,32,308	63,663	2,75,686	18,410	30,026	6,64,674	25,36,014
For females	...	...	1,56,995	91,802	6,594	1,200	2,56,591	...	...	...	...	...	...	...	—	2,56,591
Total ...	2,31,066	1,44,641	9,75,284	6,93,929	54,235	28,776	21,27,931	5,636	38,945	2,32,308	63,663	2,75,686	18,410	30,026	6,64,674	27,92,605
2. (a) Percentages* of provincial expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	20·62	21 90	15·60	1·63	...	3 72	63 47	..	6·17	...	2·55	26 35	·07	1·39	36·53	100
(b) Percentages* of Local Fund Expenditure, included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·34	...	29·01	40·41	3·57	·22	73·55	...	...	17·09	2·04	5·87	·17	1·28	26·45	100
(c) Percentages* of Municipal Expenditure, included in columns 2—17 to Total Municipal Expenditure on Public Instruction	7·14	...	48·24	38·14	...	...	93·52	...	...	...	5 35	·63	·14	·36	6 48	100
(d) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	8 28	5·18	34·92	24·85	1·94	1 03	76·20	·20	1 39	8 32	2·28	9·87	·66	1·08	23·80	100

1885

EDUCATION, GENERAL TABLE II.

Revised Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh, for the official year 1884-85—(concluded).

(For details see General Table IV.)

1		Total Direct Expenditure on Public Instruction. University education. Arts Colleges.	University education. Professional Colleges	School education, general. Secondary Schools	School education, general. Primary Schools.	School education, special. Training Schools.	School education, special. All other special Schools	Total.
		2	3	4	5	6	7	8
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
3. Average annual cost† of educating each pupil in								
Departmental Institutions ...	Cost to Provincial Revenues	171 3 11	...	24 11 6	4 3 7	...	...	97 4 1
	Total cost	194 0 3	...	36 10 9	4 3 7	...	...	114 2 7
Local Fund Schools‡ ...	Cost to Local Funds	250 5 4	...	7 6 4	3 0 7	118 4 9	...	4 2 2
	Total cost	262 5 4	...	9 2 10	3 1 6	118 13 7	...	4 8 6
Municipal Schools‡ ...	Cost to Municipal Funds	...		8 9 7	3 15 3	...	...	4 7 4
	Total cost	...	...	11 7 6	4 10 5	...	...	5 6 4
Other Departmental Institutions.	Cost to Provincial Revenues	...	829 13 5	...	...	...	34 12 0	192 9 0
	Cost to Local Funds	...	...	...	...	...	2 14 1	2 5 6
	Total cost	...	886 10 3	...	...	...	39 7 1	197 7 5
Aided Institutions ...	Cost to Provincial Revenues	108 11 1	19 6 2	5 14 3	0 14 5	...	..	4 14 6
	Cost to Local and Municipal Funds ...	22 6 0	...	6 15 3	3 12 6	27 0 5	5 14 5	5 13 9
	Total cost	333 8 0	75 14 0	37 4 9	12 9 4	76 11 9	11 8 7	30 4 3
Unaided Institutions	Total cost	572 9 9	31 6 7	11 13 6	7 9 4	...	...	14 15 5
All Institutions	Cost to Provincial Revenues	142 11 8	531 10 9	1 10 5	0 0 8	...	27 5 6	1 5 9
	Cost to Local and Municipal Funds ...	10 11 0	...	7 3 2	2 7 8	97 14 0	3 8 5	3 9 11
	Total cost	253 5 9	55 10 1	16 6 3	3 11 11	109 5 6	33 8 0	8 9 9

* The percentages required for 2(*a*), 2(*b*), 2(*c*) have been calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

EDUCATION, GENERAL TABLE III.

Revised Return of Colleges, Schools and Scholars in North-Western Provinces and Oudh for the official year 1884-85.

Class of institutions.	PUBLIC INSTITUTIONS. Under Public Management. Maintained by the Department. Number of Institutions.	Number of Scholars on the rolls on 31st March, 1885	Average number on the rolls monthly during the year.	Average daily attendance.	Maintained by Local Fund and Municipal Boards. Number of Institutions	Number of Scholars on the rolls on 31st March, 1885.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION. English	2	153	158	143	1	12	12	11
Oriental	1	428	413	371	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	..	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...
Total ...	3	581	571	514	1	12	12	11
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys, English ...	1	466	461	401	42	8,847	8,550	7,034
For Boys, Vernacular,	1	60	65	52	431	36,336	33,874	28,836
For Girls, English ...	...	...	...	...	...	...	...	...
For Girls, Vernacular,	...	...	...	...	...	...	...	...
Total ...	2	526	526	453	473	45,183	42,424	35,870
Primary Schools.								
For Boys	1	47	44	23	4,987	1,77,031	1,68,625	1,36,097
For Girls	...	...	...	...	169	3,860	3,842	2,998
Total ...	1	47	44	23	5,156	1,80,891	1,72,467	139,095
Schools for Special Instruction.								
SCHOOL EDUCATION SPECIAL. Training Schools for Masters	...	...	...	...	10	377	380	360
Training Schools for Mistresses	...	...	...	...	2	4	5	5
Schools of Art ...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...
Industrial Schools, For Males ...	...	...	...	...	...	...	...	...
Industrial Schools, For Females...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	12	381	385	365
Total of Colleges and Schools of Public Instruction.	6	1,154	1,141	990	5,642	2,26,467	2,15,288	1,75,341

EDUCATION, GENERAL

Revised Return of Colleges, Schools and Scholars in the North-Western

Class of Institutions.	PUBLIC INSTITUTIONS.—(*concluded*)											
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.							
	A.—Aided by the Department. B.—Maintained by other Departments.				*Aided by the Department or by Local Fund or Municipal Board.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March, 1885.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March, 1885	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March, 1885.	Average number on the rolls monthly during the year	Average daily attendance.
1	10	11	12	13	14	15	16	17	18	19	20	21
UNIVERSITY EDUCATION. — *Arts Colleges.* English ...	A1	18	13	12	4	181	186	162	3	26	26	22
Oriental ..	..	...	...	...	1	113	99	86	1	4	5	4
Colleges or Departments of Colleges for Professional Training. Law ...	A1	35	31	26	1	(a)59	57	36	1	17	17	14
Medicine ...	.	...	..	...	...	...	...	...	...	...	...	...
Engineering ...	B(b)1	155	...	..	...	..	...	...	...	...	...	...
Total ...	3	203	...	..	6	353	342	284	5	47	48	40
SCHOOL EDUCATION, GENERAL. — *Secondary Schools.* For Boys, English ...	...	...	...	...	65	12,946	12,423	10,253	13	1,745	1,771	1,316
For Boys, Vernacular	...	...	...	...	11	882	842	662	2	191	188	157
For Girls, English .	...	...	...	...	14	1,242	1,202	1,127	1	64	64	58
For Girls, Vernacular	.	..	...	.	1	48	46	40	...	...	...	...
Total ...	.	...	...	..	91	15,118	14,513	12,082	16	2,000	2,023	1,531
Primary Schools. For Boys ...	...	...	...	...	115	6,936	6,409	5,116	36	1,382	1,311	1,069
For Girls ...	.	...	...	...	149	5,069	4,800	3,933	8	226	213	170
Total ..	...	...	...	...	264	12,005	11,209	9,049	44	1,608	1,524	1,239
SCHOOL EDUCATION, SPECIAL. — *Schools for Special Instruction.* Training Schools for Masters.	...	...	...	...	1	22	21	20	...	...	...	...
Training Schools for Mistresses.	...	...	...	..	1	92	90	84	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	B *1	89	100	95	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	..	...	...	...	...	...	...	...
Industrial Schools. For Males ..	...	...	...	...	1	45	42	40	...	...	...	...
For Females	...	...	...	..	1	141	141	127	...	...	...	...
Other Schools ...	B11	757	576	424	...	...	...	...	...	...	...	...
Total ...	12	846	676	519	4	300	294	271	...	...	...	..
Total of Colleges and Schools of Public Instruction.	15	1,049	...	...	365	27,776	26,358	21,636	65	3,655	3,595	2,810

PRIVATE INSTITUTIONS ..

1. Advanced teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Oriental Classic ... .
2. Elementary teaching a Vernacular only or mainly ... For boys ... / „ girls ...
3. European and Eurasian Schools not conforming to Departmental Standards. For boys ... / „ girls ...
4. Other schools not conforming to Departmental Standards. For boys ... / „ girls ...

Total ...

GRAND TOTAL ...

I.—The term *classical language* in column 25 includes European and
II.—Mixed schools shown as boys' schools or as girls' schools according
III.—Where boys and girls attend the same school, the column shows

TABLE III—(*concluded*).

Provinces and Oudh for the official year 1884-85.

		Number of scholars on the 31st of March, learning.			*Classification of Scholars on the 31st of March according to race or creed.*							
Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March, 1885.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Unspecified.			Remarks.
22	23	24	25	26	27*a*	27*b*	27*c*	27*d*	27*e*	27*f*	27*g*	28
11	385	385	321	4	20	4	310	50	1	...	...	
3	545	48	492	53	...	...	481	64	..	...	...	
3	111	17	...	...	2	3	94	12	...	...	...	(*a*) Out of these 45, who are both Arts and Law students, should be deducted from the grand total.
...	...	...	...	...	...	...	...	...	...	...	...	
1	155	...	...	...	61	1	79	14	...	...	...	
18	1,196	450	813	57	83	8	964	140	1	...	...	
121	24,004	21,905	10,667	13,772	931	885	17,428	4,742	43	...	...	(*b*) This college was not shown in the subsidiary forms.
445	37,469	278	5,671	37,362	...	6	28,647	8,813	3	..	...	
15	1,306	1,229	238	778	776	496	31	...	3	...	...	
1	48	9	...	73	...	45	3	...	...	...	...	
582	62,827	23,421	16,575	51,985	1,707	1,402	46,109	13,555	54	.	.	
5,139	1,85,396	3,624	9,239	1,87,705	468	873	1,57,460	26,459	136	...	...	
326	9,155	510	212	9,427	124	1,146	4 914	2,969	2	...	...	
5,465	1 94,551	4,134	9,451	1.97.132	592	2,019	1.62 374	29,428	133	...	...	
11	399	...	22	55.	...	22	280	97	...	...	...	
3	96	92	...	188	...	92	4	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
1	89	...	...	89	...	15	35	39	...	...	...	* This school was not shown in the subsidiary forms.
...	...	...	...	...	...	...	...	...	...	...	...	
1	45	...	...	45	...	45	...	...	...	...	...	
1	141	...	...	...	...	141	...	...	...	...	...	
11	757	...	...	757	...	...	671	86	..	...	...	
28	1,527	92	22	1,631	...	315	990	222	...	...	...	
6,093	2,60,101	28,097	26,861	2,50.805	2,382	3,744	2,10.437	43,345	193	...	...	162 girls in boys' schools. 41 boys in girls' schools.
1,179	13,499	3	14,728	931	...	...	4,569	8,930	...	...	...	
445	9,136	...	9,130	212	...	...	9 136	...	...	...	...	
135	1,155	4	169	982	...	...	673	482	...	...	..	
(*c*) 4 621	(*c*) 50,230	741	16,811	26,156	...	186	28,540	13,222	272	...	...	(*c*) Including 995 schools and 8,026 scholars, of whom no details are given by the Inspector, Oudh.
(*c*) 48	(*c*) 689	...	130	539	...	...	449	140	75	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
2	52	52	...	...	52	...	...	...	...	...	...	
274	4,029	25	1,418	2,586	...	...	3,535	494	...	...	...	
7	515	...	9	506	...	...	483	32	...	...	...	
(*c*) 6,709	(*c*) 79,305	825	42,395	31,912	52	186	47,394	23,300	347	...	...	[1 girl in boys' schools. 14 boys in girls' schools.
12,802	3,39,406	28,922	69,256	2,82,717	2,434	3,930	2,57,831	66,645	540	...	...	163 total girls in boys' schools 55 total boys in girls' schools.

Oriental classical languages.
as the number of boys or of girls is greater.
the number of girls in boys' schools and the number of boys in girls' schools.

EDUCATION, GENERAL

Revised Return of Expenditure on Public Instruction in North-

Object of expenditure.	PUBLIC INSTI						
	UNDER PUBLIC						
	Maintained by the Department.						
	Provincial Revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. English	82,259	...	...	7,558	...	5,113	94,930
Oriental	15,522	...	...	...	...	332	15,854
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Total ...	97,781	...	...	7,558	...	5,445	1,10,784
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... English ...	11,804	...	...	5,021	...	48	16,873
For Boys ... Vernacular ...	1,200	...	...	...	1,217	...	2,417
For Girls ... English ...	...	...	...	...	...	...	...
For Girls ... Vernacular ...	...	...	...	...	...	...	...
Total ...	13,004	...	...	5,021	1,217	48	19,290
Primary Schools.							
For Boys	186	...	...	...	...	...	186
For Girls	...	...	...	...	...	...	...
Total ...	186	...	...	...	...	...	186
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training schools for Masters ...	...	...	...	...	...	...	...
Training schools for Mistresses ...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Engineering and Surveying schools,	...	...	...	...	...	...	...
Industrial schools... For Males...	...	...	...	...	...	...	...
Industrial schools... For Females,	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts colleges ...	5,980	...	...	...	...	938	6,918
Professional colleges ...	...	...	...	...	...	...	...
Secondary schools ...	360	...	...	...	...	48	408
Primary schools ...	...	...	...	...	...	...	...
Special schools other than training schools.	...	...	...	...	...	...	...
Buildings	55,300	...	...	...	...	...	55,300
Furniture and apparatus (Special grants only).	327	...	...	...	...	...	327
Miscellaneous	2,193	...	...	...	...	...	2,193
Total ...	64,160	...	...	...	...	986	65,146
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,75,131	...	...	12,579	1,217	6 479	1,95 406

I.—Fractions of a rupee are omitted.

II.—If the income of any school maintained by the Department (or by a Local or Municipal Board) exceeds the expenditure of the school being thus equalized. If in such school the income from fees or other private column of Remarks.

III.—If the income of any aided school exceeds the expenditure, the excess is proportionately deducted from the sub-head of Fees also. The actual receipts from Provincial Revenues and from Local and Municipal

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contributions heads to which they belong.

V.—The expenditure under 'University,' 'Direction' and 'Inspection' is shown only in column 7 and its sub-

VI.—The expenditure on stipends held in Training Schools is shown as part of the expenditure in those schools,

TABLE IV.

Western Provinces and Oudh, for the official year 1884-85.

TUTIONS.

MANAGEMENT.

Maintained by Local Fund and Municipal Boards.							*A.—Aided by the Department B.—Maintained by other Departments.*						
Provincial revenues	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
...	3,004	...	144	...	...	3,148	*A* 1,800	1,608	...	184	938	...	4,530
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	*A* 971	...	...	2,329	1,500	120	4,920
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	*B* 1,36,530	...	...	...	...	900	1,37,430
...	3,004	...	144	...	...	3,148	1,39,301	1,608	...	2,513	2,438	1,020	1,46,880
...	1,67,902	11,595	37,895	1,850	5,378	2,24,610	...	...	...	...	...	...	...
...	1,41,747	6,198	15,459	1,177	1,508	1,66 089	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3,09 649	17,783	53,354	3,027	6,886	3,90,699	...	...	...	...	...	...	...
...	4,94,674	21,407	4,453	1,580	1,130	5,23 244	...	...	...	...	...	...	...
...	16,515	1,032	...	252	48	17,847	...	...	...	...	...	...	...
...	5,11,189	22,439	4,453	1,832	1,178	5,41,091	...	...	...	...	...	...	...
...	45,381	...	12	...	142	45,535	...	...	...	...	...	...	...
...	164	...	...	...	18	182		...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	*B* 22,183	...	...	...	...	288	22,471
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	*B* 1,308	1,950	...	935	...	...	4,193
...	45,545		12	...	160	45,717	23,491	1,950	...	935	...	288	26,664
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	228	...	...	117	345	192	...	...	...	...	...	192
...	...	...	...	...	...	...	595	...	...	...	...	...	595
4,559	26,036	3,298	...	737	1,747	36,377	...	...	...	...	...	...	...
...	160	...	...	...	...	160	...	...	...	...	...	...	...
(*d*)188	...	...	...	...	...	188	72	...	...	...	...	...	72
...	78,335	300	...	...	97	78,732	10,000	...	...	...	...	...	10,000
...	1,935	102	6	...	...	2,043	...	...	...	...	...	...	...
949	17,321	253	1,182	...	73	19,778	...	...	...	...	...	...	...
5,696	1,23,787	4,181	1,188	737	2,034	1,37,623	10,859	...	...	...	...	...	10,859
5,696	9,93,174	44,403	59,151	5,596	10,258	11,18,278	1,73,651	3,558	...	3,448	2,438	1,308	1,84,403

expenditure, the return of Government (or Local or Municipal) expenditure is reduced accordingly, the income and sources alone exceeds the expenditure, the excess income and the sources from which it is derived is shown in the

sub heads of Endowments, Subscriptions, and other sources ; or, if the receipts from those sources are insufficient, from Funds should be shown in full
from Fees or other sources credited to that Fund are deducted. Such payments are shown as expenditure under the sub-

divisions, and not in the preceding columns.
not under the head of scholarships.

EDUCATION, GENERAL

Revised Return of Expenditure on Public Instruction in North-

Object of expenditure.	PUBLIC INSTI						
	UNDER PRIVATE						
	Aided by the Department or by Local Fund or Municipal Boards.						
	Provincial Revenues	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e	5f	5
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. English	27,884	...	5,061	5,260	295	49,877	88,377
Oriental	2,707	...	...	21	...	3,748	6,476
Colleges or Departments of Colleges for professional Training.							
Law	785	...	...	582	...	440	1,757
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Total ...	31,326	...	5,061	5,863	295	54,065	96,610
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... English ...	68,065	68,205	15,654	79 188	25,815	1,25,898	3,76,820
For Boys ... Vernacular ...	1,200	2,570	240	849	1,465	2,592	8,916
For Girls ... English ...	16 200	18,156	510	50,468	2,312	66,869	1,54,515
For Girls ... Vernacular ...	...	540	...	...	...	540	1,080
Total ...	85,465	84,471	16,404	1,30,505	29,092	1,95,894	5,41,331
Primary Schools.							
For Boys	3,860	20,357	3,494	10,864	13,022	18,016	69 613
For Girls	6,240	17,438	1,093	7,503	6,644	32,560	71,478
Total ...	10,100	37,795	4,587	18,367	19,666	50,576	1,41,091
Schools for Special Instruction.							
SCHOOL EDUCATION SPECIAL. Training schools for Masters ...	...	600	...	...	...	1,506	2,106
Training schools for Mistresses ...	...	2,400	...	1,148	1,200	1,664	6,412
Schools of Art	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Engineering and Surveying schools,	...	...	...	...	...	...	...
Industrial schools... For Males ..	...	600	...	...	...	312	912
Industrial schools... For Females,	...	480	...	...	720	...	1,200
Other schools	...	...	...	...	...	...	...
Total ...	...	4,080	...	1,148	1,920	3,482	10,630
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts colleges ...	2,351	...	45	...	1,709	6,419	11,024
Professional colleges ...	...	...	...	...	...	...	...
Secondary schools ...	1,323	1,536	220	272	1,221	2,520	7,092
Primary schools ...	...	...	...	...	112	...	112
Special schools other than training schools.	...	...	...	...	...	...	...
Buildings	1,00,910	1,396	143	350	609	27,901	1,31,309
Furniture and apparatus (Special grants only).	150	300	...	248	...	14,834	15,532
Miscellaneous	...	...	...	265	314	1,058	1,637
Total ...	1,05,234	3,232	408	1,135	3,965	52.732	1,66,706
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	2,32,125	1,29,578	26,460	1,57,018	54,938	3,56,249	9,56,368

(a) Including Rs. 77 on account

(c) Fee receipts amounted to Rs.

(d) These are Middle Class Ex

(e) Includes Rs. 4,786 on accoun

TABLE IV—(*concluded*).

Western Provinces and Oudh, for the official year 1884-85.

TUTIONS.									
MANAGEMENT.				*Total Expenditure from—*					GRAND TOTAL.
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	All other sources.	
6a	6b	6c	6	7a	7b	7c	7d	7e	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
657	...	15 734	16,391	1,11,943	4,612	5,061	13,803	71 957	2,07,376
83	22	(a) 1,255	(a) 1,360	18,229	...	...	104	5,357	23,690
534	...	...	534	1,706	...	...	3,445	2,060	7,211
...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,36,530	...	...	...	900	1,37,430
1,274	22	16,989	18 285	2,68,408	4,612	5,061	17,352	80,274	3,75,707
2,101	3,968	15,895	21,964	79,869	2,81,107	27,289	1,24,205	1,77,847	6,40,267
240	360	...	600	2,400	1,44 317	6,488	16'548	8,319	1,78,022
...	1,400	...	1,400	16,200	18,156	510	50,468	70,581	1,55,915
...	...	...	...	...	540	...	...	540	1,080
2,341	5,728	15,895	23,964	98,469	3,94,120	34,187	1,91,221	2,57,287	9,75,284
357	3,705	5,022	9 084	4,046	5,15,031	24,901	15,674	42,475	6,02,127
...	1,824	653	2,477	6,240	33,953	2,125	7,503	41,981	91,802
357	5,529	5,675	11,561	10,286	5,48,984	27,026	23,177	84,456	6,93,929
...	...	...	...	...	45,981	...	12	1,648	47 641
...	...	...	...	...	2,564	...	1,148	2,882	6,594
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	22,183	...	...	...	288	22,471
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	600	...	...	312	912
...	...	...	...	...	480	...	...	720	1,200
...	...	...	...	1,308	1,950	...	935	...	4 193
...	...	...	...	23,491	51,575	...	2,095	5,850	83,011
...	...	...	...	...	...	...	(c) 5,636	...	(c) 5,636
...	...	...	...	38,945	...	...	...	...	38,945
...	...	...	...	...	2,32,269	...	...	39	2,32 308
...	...	96	96	9,028	...	278	...	9,279	18,575
...	...	...	...	595	...	...	...	...	595
...	...	84	84	6,242	27,572	3,518	272	6,357	43 961
...	...	...	...	...	160	...	...	112	272
...	...	...	...	260	...	...	...	...	260
...	36	309	345	1,66,210	79,731	443	350	28,952	2,75,686
...	14	494	508	477	2,235	102	254	15,342	18,410
54	48	677	779	(e) 8,781	17,322	253	1,501	2,170	30,026
54	98	1,660	1,812	2,30,533	3,59,288	4,589	8,013	62,251	6,64,674
4,026	11,377	40 219	55,622	6,31,187	13,58,579	70,863	2,41,858	4,90,118	27,92,605

of Municipal grant.

13,420.

amination Scholarships given in Normal Schools.

of newspaper charges, and Rs. 853 on account of purchase of books, which are not shown in the details.

EDUCATION, GE

Revised Return of the Stages of Instruction of Pupils in Public Schools for General

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.										
For boys	Departmental,	English ...	1	466	61	...	61	168	...	168
		Vernacular,	1	60	32	...	32	28	...	28
	Local Fund ...	English ...	36	8,504	575	...	575	2,505	...	2,505
		Vernacular,	429	36,041	81	...	81	5,245	...	5,245
	Municipal ...	English ...	6	843	...	...	...	54	...	54
		Vernacular,	2	295	...	...	...	28	...	28
	Aided ...	English ...	65	12,946	846	...	846	2,955	1	2,956
		Vernacular,	11	882	158	...	158	272	...	272
	Unaided ...	English ...	13	1,745	38	...	38	328	...	328
		Vernacular,	2	191	...	...	...	14	...	14
	Total ...		566	61,473	1,786	...	1,786	11,597	1	11,598
For girls	Aided ...	English ...	14	1,242	...	30	30	...	278	278
		Vernacular,	1	48	...	...	...	...	2	2
	Unaided ...	English ...	1	64	...	...	...	...	7	7
		Vernacular,	...	...	...	...	...	...	....	...
	Total ...		16	1,354	...	30	30	...	287	287
Total, Secondary Schools ...			582	62,827	1,786	30	1,816	11,597	288	11,885
Primary Schools.										
For boys	Departmental ...	...	1	47	...	...	...	...	...	...
	Local Funds ...	...	4,873	1,72,115	...	...	...	...	...	...
	Municipal ...	...	114	4,916	...	...	...	...	...	...
	Aided ...	...	115	6,936	...	...	...	...	...	...
	Unaided ...	...	36	1,882	...	...	...	...	...	...
	Total ...		5,139	1,85,396	...	...	...	...	...	...
For girls	Departmental ...	...	...	...	...	...	...	...	...	...
	Local Fund ...	...	159	3,604	...	...	...	...	...	...
	Municipal ...	...	10	256	...	...	...	...	...	...
	Aided ...	...	149	5,069	...	...	...	...	...	...
	Unaided ...	...	8	226	...	...	...	...	...	...
	Total ...		326	9,155	...	...	...	...	...	...
Total, Primary Schools ...			5,465	1,94,551	...	...	...	...	...	...
Grand Total ...			6,047	2,57,378	1,786	30	1,816	11,597	288	11,885

* Including 23 of whom
(b) Including 224 of whom
(d) Difference of 5 not ex